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ABSTRACT

The workbook contains activities and reading suggestions for fourth and fifth graders to help them learn about the causes and effects of their own behavior and the behavior of others. Emphasis is on understanding frustrations and aggressive feelings, and finding constructive ways of dealing with them. The eight units in the workbook correspond to units in the teacher's manual. Content includes behavior; fears and security; friendship, love, and belonging; self-worth; anger; aggressive behavior; behavior towards people and property; and making changes. Activities include reading and interpreting poems and short stories; completing sentence stems such as "I feel safe when..."; discussing alternatives to choices presented in stories; and identifying instances of good behavior versus misbehavior. At the end of each unit are lists of supplementary reading materials. Most of these are books about growing up, being accepted by peers, moving to a new home, and understanding one's parents. Ethnic groups are well-represented. (AV)

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DEALING WITH CAUSES OF BEHAVIOR

STUDENT BOOK
GRADES 4 - 5

A CURRICULUM FOR INTERMEDIATE ELEMENTARY

THIS MATERIAL WAS
COOPERATIVELY PREPARED
BY THE LAKEWOOD CITY
PUBLIC SCHOOL SYSTEM,
THE EDUCATIONAL
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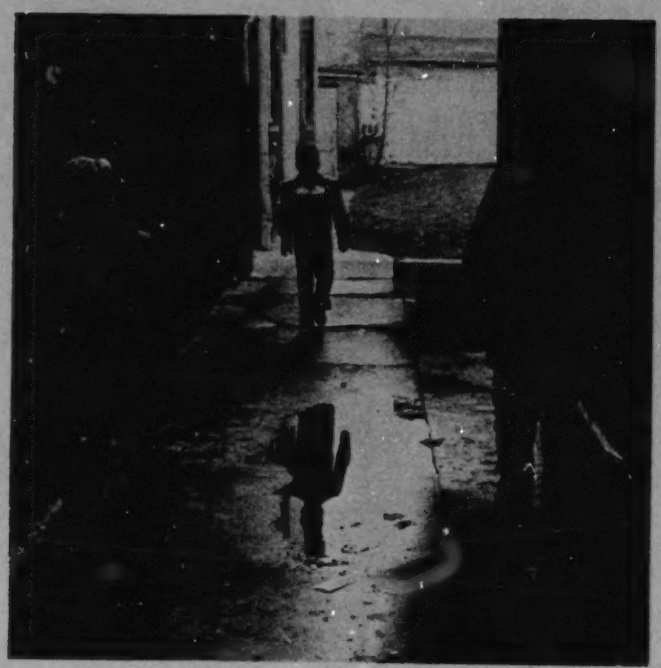

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PARTICIPATING AGENCIES FOR DEALING WITH CAUSES OF BEHAVIOR PROJECT

Lakewood City Public School System

Dr. Robert C. Cawrse, Superintendent
Project Members:
Dr. Theodore Buerger, Project Director (Director of Pupil Personnel, Research, and Federal Programs)
Mr. John R. Rowe, Project Coordinator/Writer
Mrs. Judith Halvacs, Elementary Coordinator/Writer
Contributing Writers:
Miss Linette Wright
Mrs. Evelyn Phillips
Mrs. Louise Wey
Miss LaDonna Moore
Mrs. Kathy Siebrecht
Evaluation of Curriculum:
Dr. Sandra McPherson, Director of Research, Cleveland Guidance Center

The Educational Research Council of America

Dr. George Baird, Executive Director
Project Members:
Dr. Ralph H. Ojemann, Director of Curricula for Youth Projects (Director of Child-Educational Psychology and Preventative Psychiatry Department)
Dr. Paul C. Gallaher, Business Manager of Curricula for Youth Projects (Business Manager and Treasurer)
Mr. David W. Hyde, Project Coordinator (Research Associate, Psychology Department)
Miss Zarin E. Randeria, Project Consultant/Writer (Research Associate, Psychology Department)
Miss Florence Keck, Editor (Research Assistant, Psychology Department)
Mr. Kenneth L. Shipley, Designer (Art Supervisor)

Ohio State Department of Education

Dr. Martin Essex, Superintendent of Public Instruction
Dr. Franklin B. Walter, Deputy Superintendent of Public Instruction
Mr. Richard J. Dragin, Coordinator, ESEA Title III
Mr. Franklin S. Scott, Educational Consultant, ESEA Title III

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INTRODUCTION

Maybe you have felt that only you get upset and frustrated when dealing with other people. Perhaps you have considered your behavior in frustrating situations and wished that you had reacted in a different manner. The feelings that you have about these matters are common to all of us, but not many people your age have the opportunity to discuss and deal with them in a classroom.

The experiences you are about to have will give you a chance to learn about your own behavior, causes and effects, and the behavior of others. Materials in these units are designed to involve you actively in searching for answers to questions about people and behavior.

Your Student Book will provide activities that will help you find some of the answers. However, your teacher undoubtedly will suggest many other ways of finding answers to questions about behavior and aggressive feelings. You may view films or filmstrips, participate in small-group discussions, make collages, write stories, write poetry, or become involved in a panel discussion.

Enthusiastic involvement in these and other activities will help make the class enjoyable and meaningful. The experiences you have can help you grow in your ability to understand the causes and deal with the frustrations and aggressive feelings and with the day-to-day behavior of yourself and others.

DESIGNING AN ELEMENTARY SCHOOL

Situation

The moon has now been successfully colonized and life has been made relatively comfortable and safe for the pioneers from earth who are living there. You and the crew of your space ship have been asked to take to the moon materials that would be necessary to develop an elementary school for the children who are now living there.

Problem

The load for your space ship is being planned and your present job is to decide on ten items that you will take with you from earth. This is the only trip to be made this year.

There are no schools on the moon at the present time. Thus you will need the ten most important items for educating children. There is no limit on size or weight of the ten items you take.

Procedure

1. Working alone, decide on the ten items you want to take.

2. Divide into groups of five or six and make a list of ten items from your individual lists. The group needs to agree on one list of ten items.

3. One person will be assigned to observe each group as it decides on its list of ten items. Later the observer will report on how your group worked at solving the problem.

WHAT I WANT TO BE LIKE

Place an "X" in the square which best describes what you want to be like.

	Not at all	Some of the time	All of the time
I would like to be friendly			
I would like to be happy			
I would like to be kind			
I would like to be honest			
I would like to be likeable			
I would like to be trusted			
I would like to be lazy			
I would like to be lonely			
I would like to be jealous			
I would like to be helpful			
I would like to be unhappy			
I would like to be angry			
I would like to be disappointed			
I would like to be. . .			
I would like to be. . .			

HOW I SEE MYSELF

Place an "X" in the square which best describes your feeling about yourself.

	Not at all	Some of the time	All of the time
I am friendly			
I am happy			
I am kind			
I am honest			
I am likeable			
I am trusted			
I am lazy			
I am lonely			
I am jealous			
I am helpful			
I am unhappy			
I am angry			
I am disappointed			
I am. . .			
I am. . .			

UNIT I

BEHAVIOR

Place X's in the appropriate boxes under the correct description.

Behavior	Behavior	Misbehavior
Practicing piano		
Playing a game		
Hitting someone		
Jumping rope		
Fixing dinner		
Bullying children younger than you		
Refusing to obey a reasonable request		
Washing the dog		
Cheating on exams		
Slamming the door		
Yelling at your little sister		
Riding your bike in the middle of the road		
Reading a book		
Talking back to your parents		
Little boy acting up when company comes		
Asking a question		
Talking out in class		
Trying to be the teacher's pet		
Lying to the teacher		
Scaring someone in the dark		
Stealing a loaf of bread		
Fighting with your friend		

BASIC NEEDS

Many people have tried to identify all the needs of man. Abraham Maslow has said that there are five basic needs that are important in everyone's life:

1. Physical — The need for food, water, shelter, warmth, activity, and rest
2. Safety — The need to be safe from harm
3. Love — The need to be loved and to feel you belong
4. Self-worth — The need to feel important and feel you are a person of worth
5. Self-fulfillment — The need to become all you can become

When you are hungry, you look for food in the cupboard or in the refrigerator. When you are cold, you look for warm clothing or for a warm home, school, or store. If you feel like exercising, you run out to play ball, run a race, or jump rope. All of these are examples of your behavior when you are trying to satisfy your physical needs. When you feel a need for love and belonging, you might ask your parents to play a game with you. When you are afraid of something on television, you might ask someone older to join you or you might turn off the set. If you ever go home from school to an empty house, you might turn the radio on very loud so you won't feel lonely.

Some needs are stronger than others. For example, you may be very hungry when your friend calls to ask you to play basketball. Probably you will eat hurriedly before you join him. You know he needs you immediately and you never know when you may need him, but still you eat first.

List your needs below. What needs do you have that are not listed above?

1. Which need was most important to you today?

2. How did you satisfy this need?

3. Have you had any needs today that were not satisfied? How did you feel? What did you do?

WHAT! NO IDEAS?

Do, do, what shall I do?
What shall I do
the whole day through?

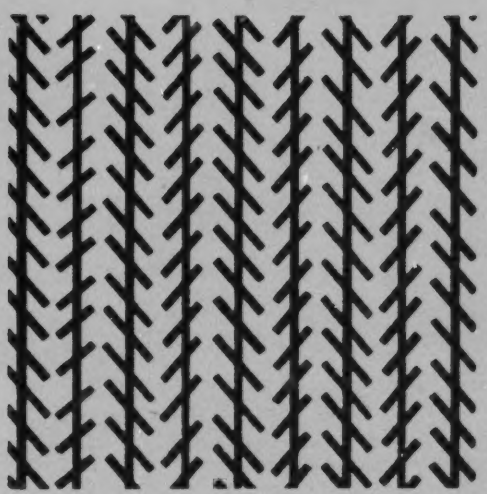
Go, go where shall I go?
That's just what
I'd like to know!

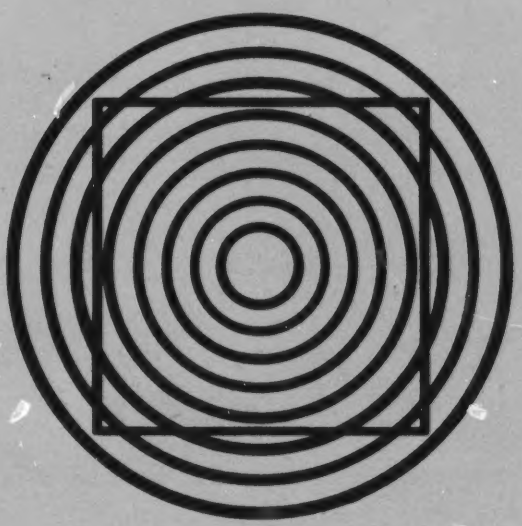
Play, play, what shall I play?
When all my friends
have gone away?

by Lois Lenski

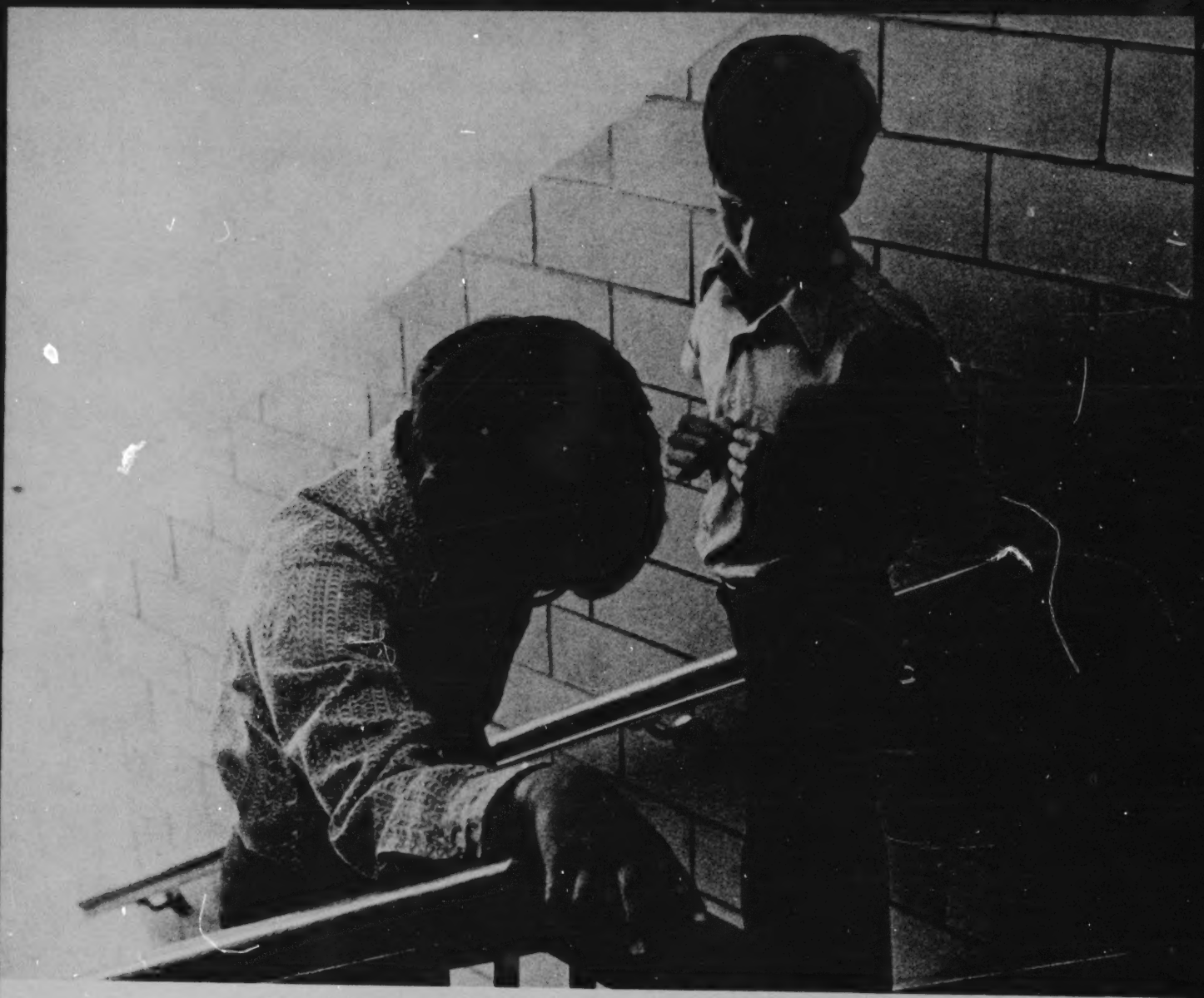
OPTICAL ILLUSIONS

Are the long lines parallel?





Because of the circles the sides of the square look as though they curve inward. If you test the square with a straightedge, you can see that the sides are straight.



What Do You See?

Questions for discussion:

1. What do you think you see happening in the picture?
2. Which person would you rather be? Why?
3. Did your perception of the two people influence your choice of which one you would rather be? How?
4. How do you feel about the other person? Why?
5. Why do you think you see this?

IT ALL DEPENDS ON WHERE I AM

Hello. My name is Peter Place. I am very careful about where I do certain things. One time I remember writing in books at school, but at home I didn't dare write in any of my father's favorite books.

At home in the privacy of my own room, I might be lying on the floor with my feet up in a chair. The record player would be going while I tried to read a book. At school, I sit at my desk and the room is quiet except for the usual classroom sounds.

I might throw trash in the park, on the highway, and in the cafeteria or other parts of the school, but I wouldn't dare throw trash on the floor at home. I might pick flowers from some garden's, but not from my mother's favorite rose garden. Sometimes my actions depend on who is with me. One of my friends is always encouraging me to pick flowers or step on shrubs. It's funny how when he is not around I don't find myself doing these things.

HOW THE SITUATION AFFECTS ACTIONS

In order for these actions to happen, what objects would a person have to have and where does he have to be?

	Objects	Place
Play baseball		
Wash dishes		
Break a window		
Dance		
Iron a blouse		
Wash the dog		
Spank a child		
Play basketball		
Eat spaghetti		
Build a snowman		
Go fishing		
Direct traffic		
Get someone's attention		
Drive a car		
Kill a bug		
Clean a large animal at the zoo		
Hurt someone		

THE BEHAVIOR EQUATION

In order for us to understand behavior and why children and adults act the way they do, we can use the following parts of an equation. Behavior comes about when all three parts of the equation work together. They are NEED, SELF, AND PLACE.

1. **NEED — Not having something you have to have, can use or want.**
2. **SELF — All your ideas. The way you feel about parents, teachers, and others. Your attitudes and abilities.**
3. **PLACE — Where you happen to be and the persons or things about you.**

When these factors are put into an equation, the causes of behavior may be easier to understand. The + sign means "interacts with."

BEHAVIOR = NEEDS + SELF + PLACE

To use the equation begin with a behavior. Then try to identify the need or feeling. Under SELF — a person might combine many of his resources and use them to help him determine his behavior in the place he finds himself. For example, a baby who is playing in his playpen with his toys becomes hungry. Being unable to talk, he begins to cry and bang his toys to get his mother's attention so she will feed him. In the BEHAVIOR EQUATION the baby's actions would appear as:

BEHAVIOR	=	NEED	+	SELF (He uses at least three)	+	PLACE
Cries		Hunger		He knows mother will come when he cries. He can throw his toys. He has learned that mother and food go together		Playpen Toys

See if you can apply this situation to the **Behavior Equation.**

In social science class, Mark raises his hand quite often to ask a question or give an answer. The teacher does not always call on him because she must give other students a chance. One day Mark gets so impatient when the teacher does not call on him that he slams his hand on the table and startles the class.

BEHAVIOR = NEED + SELF + PLACE

Now see if you can apply the BEHAVIOR EQUATION TO SOMETHING YOU DID TODAY.

BEHAVIOR = NEED + SELF + PLACE

A PART FOR PHYLLIS

"That's a thought," said Miss Carson. "You can all think about it over the weekend and come back Monday with some suggestions about how *The Golden Locket* could be made into a play."

Phyllis ran all the way home that afternoon to tell her mother. Just think, her favorite story made into a play!

"That sounds like a lot of fun," said Mrs. Hendricks when Phyllis had told her the exciting news.

"Oh, I'm so afraid they'll just talk about it," said Phyllis. "Mother, what can I do to make sure we really go through with it?"

"Well, you might look up some facts about pioneer days to see what parts of the book would be easiest to put into a play. Then perhaps your class will be interested in working it out."

The next morning Phyllis got up early and ate breakfast with her father.

"Hey," said her father, "am I mixed up on the days? What are you doing up so early on a Saturday?"

"Oh, I have lots of work to do today," said Phyllis importantly. "I have to spend the day at the public library."

"Well, well," said her father. "What is this important work that would make you give up your favorite TV program?"

Then Phyllis told her dad about the play. "Good idea!" said her father. "I'll tell you what I'll do. Get the information you need, make a general plan and I'll help you make sketches of costumes and scenery for the play."

Phyllis knew that if her dad, who was a commercial artist, helped, her plans would be just right. She spent the morning in the library. Miss Jones, the librarian, helped her find three big books about the pioneers and a copy of *The Golden Locket*. She began planning an outline for the play.

On Sunday, Phyllis and her father worked out sketches of costumes and scenery. He tried to make the costumes simple and inexpensive. Phyllis smiled as she looked at the beautiful pictures her father had made. The kids at school couldn't help being interested. She looked at the picture of Charity's costume. It was beautiful, and she could just see herself in the dress with a big blue ribbon in her hair.

Monday at school, Phyllis could hardly sit still. Then the time came.

Miss Carson asked, "Did you think about the play?"

"I did," said Tom. "I think it's a good idea."
"Let's have the play," cried several of the children.
"Did you do anything more about it?" asked Miss Carson.
Phyllis put up her hand. "I did," she said. "May I tell about it?"
Phyllis took her papers up to the front of the class and began to explain them. When she showed them the sketches there were "Oh's" and "Ah's." Then Phyllis pointed out the parts of the story she thought would be best to use in the play. The boys and girls whispered excitedly among themselves. The idea had gone over with them.

"We can do the play, but we'll have to do the writing first. I think that with Phyllis' outline that shouldn't be hard," said Miss Carson. "Hooray!" shouted the class.

The class worked hard for part of each day writing the play. This play would be wonderful! The main character was Charity, and by the time the writing was finished, Phyllis knew Charity's feelings by heart.

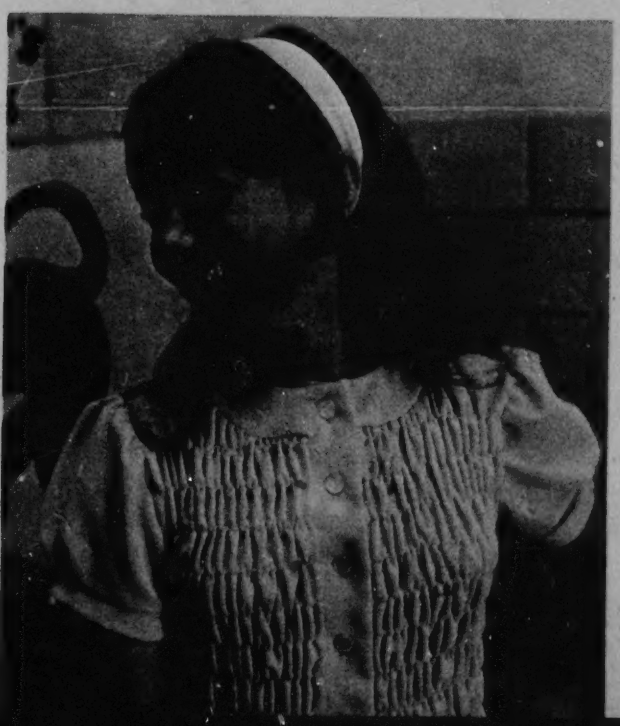
The next day the class would choose the cast. Phyllis wanted to be Charity. She knew how Charity felt, what she would say, and how she would act. She almost felt she *was* Charity.

The day of the try-outs came. Three other girls tried out for the part of Charity. Susan and Jane did well, but Rosemary overacted the part. When Phyllis tried it, she knew it all by heart, acted well, and didn't make a single mistake. She felt she had done exceptionally well. Then Miss Carson spoke. "Whom would you like to play the role of Charity?

"Rosemary," cried several children.
"Phyllis," called some others.

"Oh, no," cried Tom. "In the story Charity has blue eyes and golden curls like Rosemary's. Rosemary should get the part. Besides, we need Phyllis as chairman of the prop committee."

The children voted. Rosemary was selected to be Charity, and Phyllis to be chairman of the prop committee.



The recess bell rang and the children got their coats and ran out to play. Phyllis stayed in her seat.

"Oh, my beautiful play! It'll be ruined with that dumb Rosemary playing the part."
Two big tears trickled down her cheeks. Well, she just wouldn't be in the play at all. What if she told the class they couldn't use her sketches? They'd find it pretty hard to do the play without them. It would only be fair since they were so ungrateful.

The bell rang and recess was over. She would wait until the class had quieted down before telling them of her decision. But for some reason she just could not bring herself to face the class.

That evening at home Phyllis waited until her father was settled in the living room with the paper before telling him the whole story. At first Mr. Hendricks did not say anything. He looked at Phyllis for a minute. Then he spoke. "Why didn't you tell them right away that they couldn't use the sketches?"

Phyllis was startled. She had not expected a question like this. "I don't know," she faltered. "I just didn't."

"Were you afraid that it would make you look like a poor sport?" Phyllis nodded. "You felt they treated you unfairly and you wanted to hurt them. That was a natural feeling. Many times when we feel hurt we want to hurt somebody back. If you don't let the class use the sketches, what do you think will happen?"

"Well," said Phyllis, "the play won't be so good and they might not have it. Anyway, I guess they'd all be mad at me."

"How do you think you would feel if the play wasn't good and the whole class was angry with you? Maybe the class feels you had such a big share in planning the play that it's only fair to give someone else a chance."

"I still don't think it's really fair," said Phyllis.

"Perhaps it isn't," said her father, "but you'll have to decide if it's most important to you to punish the class or if you'll accept the position of chairman of the prop committee."

The next day Phyllis and her committee started to work on their plans in one corner of the room. Phyllis noticed that some of the children were gathered around the actors in the play. "Humph," she thought, "it's easy to see who gets all the attention." It was really very hard to be a good sport when no one appreciated what you were doing.

Miss Carson suddenly asked for attention. "The program committee is having trouble deciding what should be on the programs," she said. Some of them feel that just the names of the actors should be listed. How do the rest of you feel about that?"

"I think the people in charge of costumes should be mentioned," said a member of the costume committee.

"All the committees should be," someone else suggested.

"Say," said Tom, "Phyllis did most of the hard work. She should have some kind of special mention on the program."

The class laughed and turned to look at Phyllis. Phyllis grinned and blushed.

Miss Carson said, "Some of you seem to feel that the cast and the members of the committees should have their names on the programs. Do you all agree?"

The class nodded.

"All right, then, you may go back to your projects."

Phyllis sat for a minute. How glad she was that she had not made a fuss about the part! How unpleasant it would have been. To have played the part of Charity would have been fun; but that, of course, was impossible now. Anyway, the class really did like and appreciate the work she had done. Well, she'd better get to work on the list of props. If the play was to be a success, each member of the class would have to do his job well. She got out her sheet of paper and went over to join her committee.

Condensed version of:

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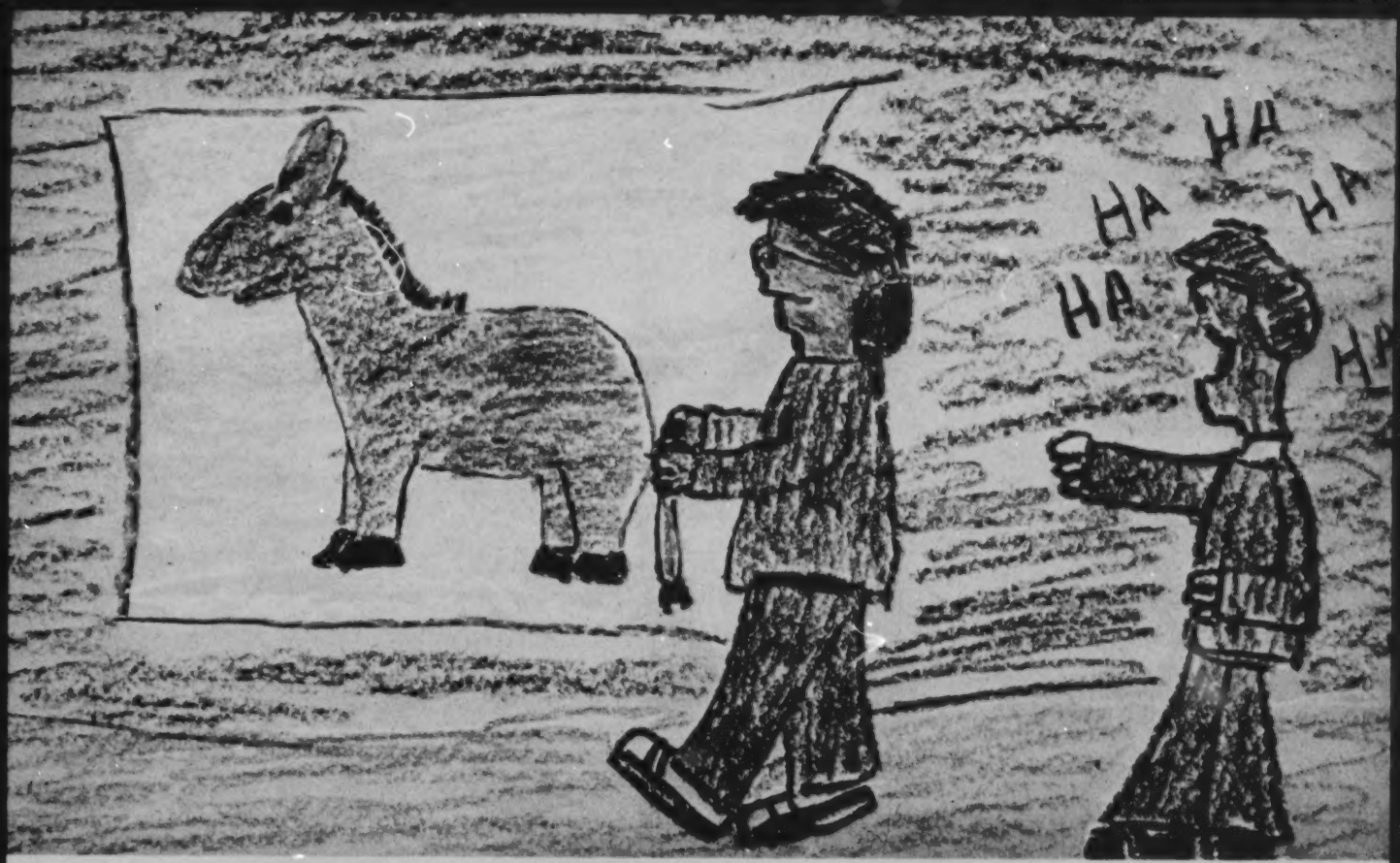
HA
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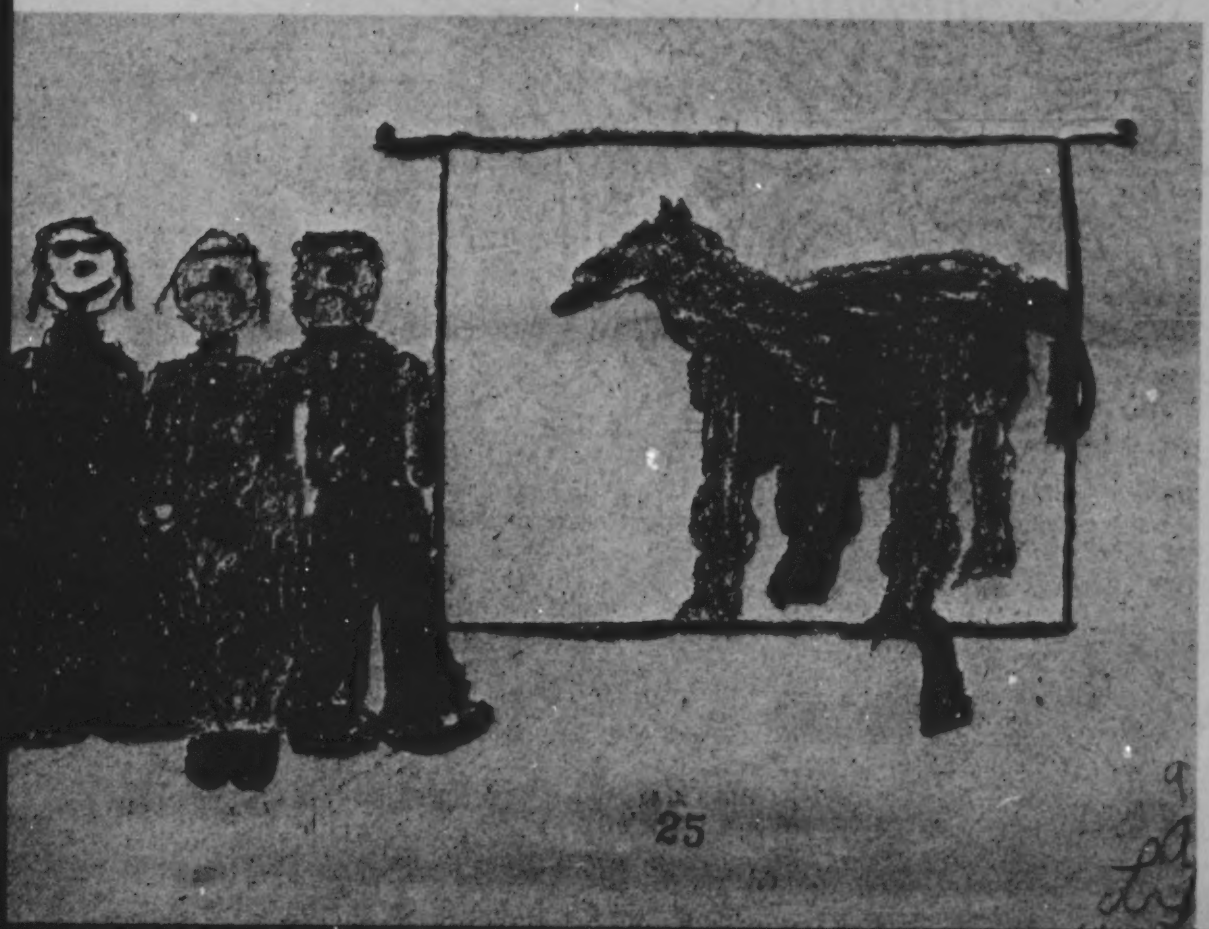
GRADE
A
MILK

I NEVER WIN AT PARTIES

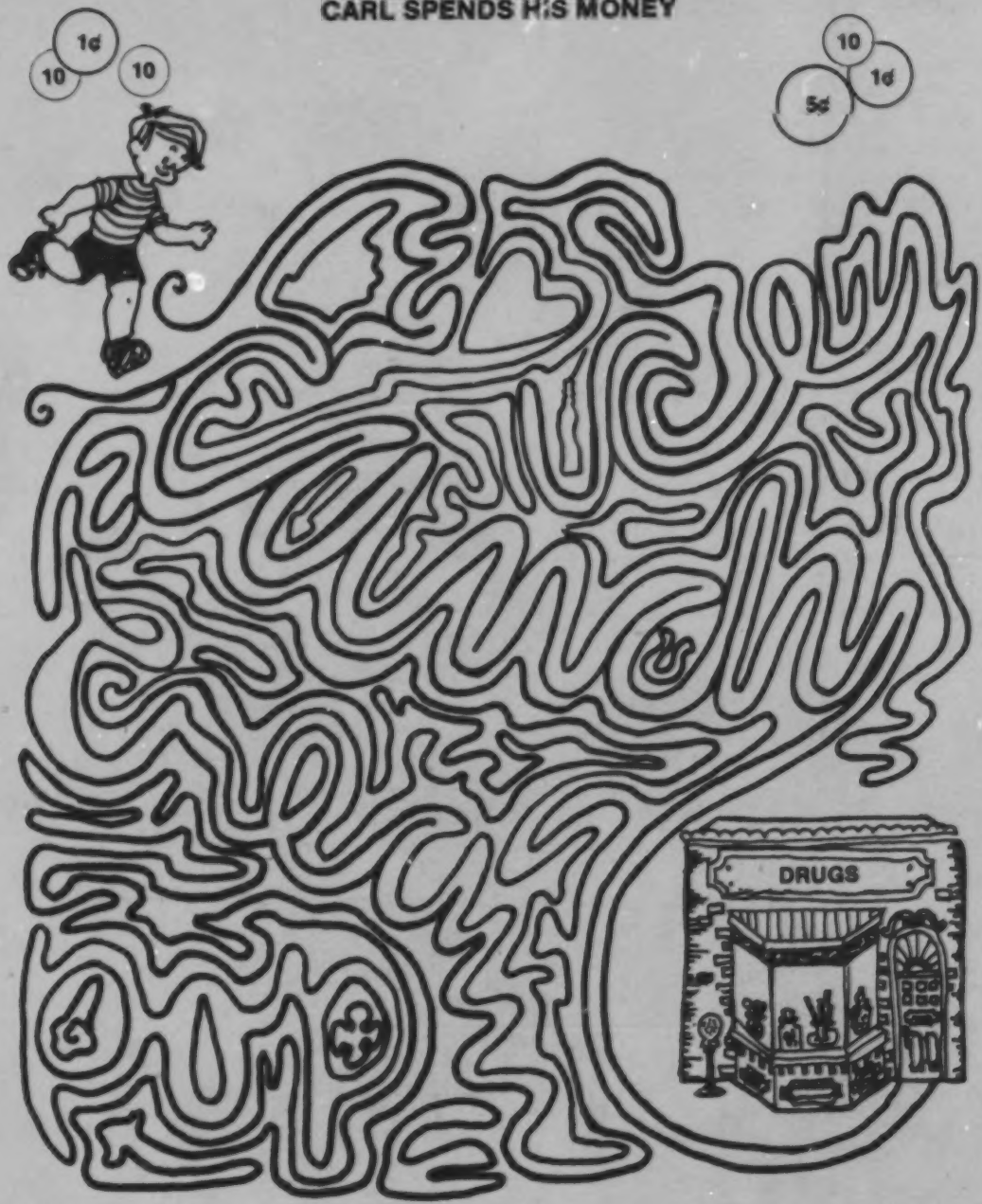
I never win at parties.
I never win at all.
Someone gets the prizes.
Someone wins the ball.
Someone gets the roses.
Off the birthday cake.
I don't get the roses;
I get the stomach ache.
Someone pins the tail
On the donkey's seat.
When I pin the donkey,
It ends up on his feet.
Someone drops the clothespins
Right where they should go.
I can't hit the bottle,
Even bending low.

I do not know the reason
Unless it's that I'm small,
Why I don't win at parties.
I just don't win at all.

Marci Ridlon



CARL SPENDS HIS MONEY



Why is Carl running to the drug store? Start at the arrow and trace Carl's path with a crayon or colored pencil. Don't cross any of the lines. When you reach the door, you will have written the name of what he wants to buy.

WOULD YOU?

I. Would you hit someone if . . .

you wanted something someone else had?
you were playing football?
some bigger children were hitting you?
you did not like someone?
someone pushed you out of line?

1. What might happen if you hit in this situation?
2. What might happen if you did not hit in this situation?
3. How might you feel in each situation?
4. What might be your needs in each situation?
5. Do you think hitting would be a helpful way to meet your needs and the needs of the other person?

II. Would you cry if . . .

you broke your arm?
someone beat you at a game?
your pet died?
someone called you "Stupid"?
you did not finish your work sheet by the end of the period?
you lost or broke a favorite toy?

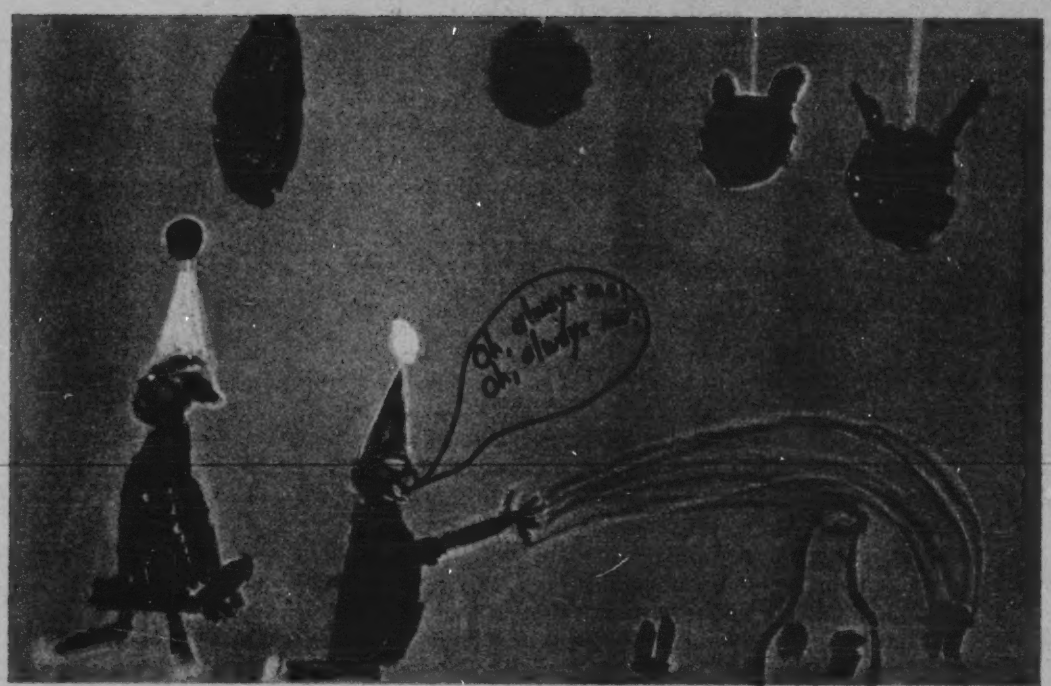
1. What might happen if you cried in this situation?
2. What might happen if you did not cry in this situation?
3. How might you feel in each situation?
4. What might be your needs in each situation?
5. Do you think crying would be a helpful way to meet your needs and the needs of the other person?

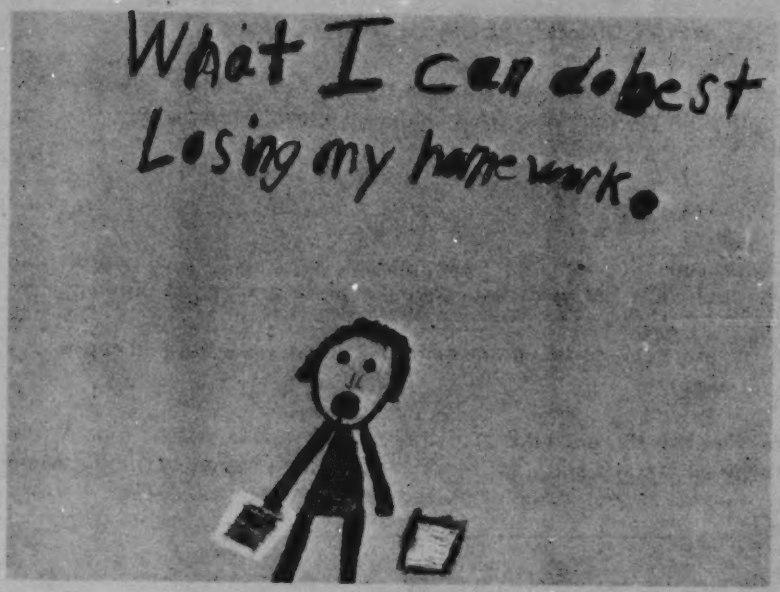
III. Would you share if . . .

you want to finish your painting but someone wants to borrow your brush?
a friend asks you for some paper but you know that he has his own?
someone wants to play with your toys but you know he mistreats his own toys?
the teacher tells you to share with a classmate?
someone cannot find his pencil?

1. What might happen if you shared in this situation?
2. What might happen if you did not share in this situation?
3. How might you feel in each situation?
4. What might be your needs in each situation?
5. Do you think sharing would be a helpful way to meet your needs and the needs of the other person?

Frustration is...




What I can do best
Losing my homework.

WHAT MIGHT GEORGE DO?

As George entered the classroom, he stopped short. Standing behind Miss Grady's desk was a new teacher. She was younger than Miss Grady and had a lovely complexion. She was busy studying the plan book.

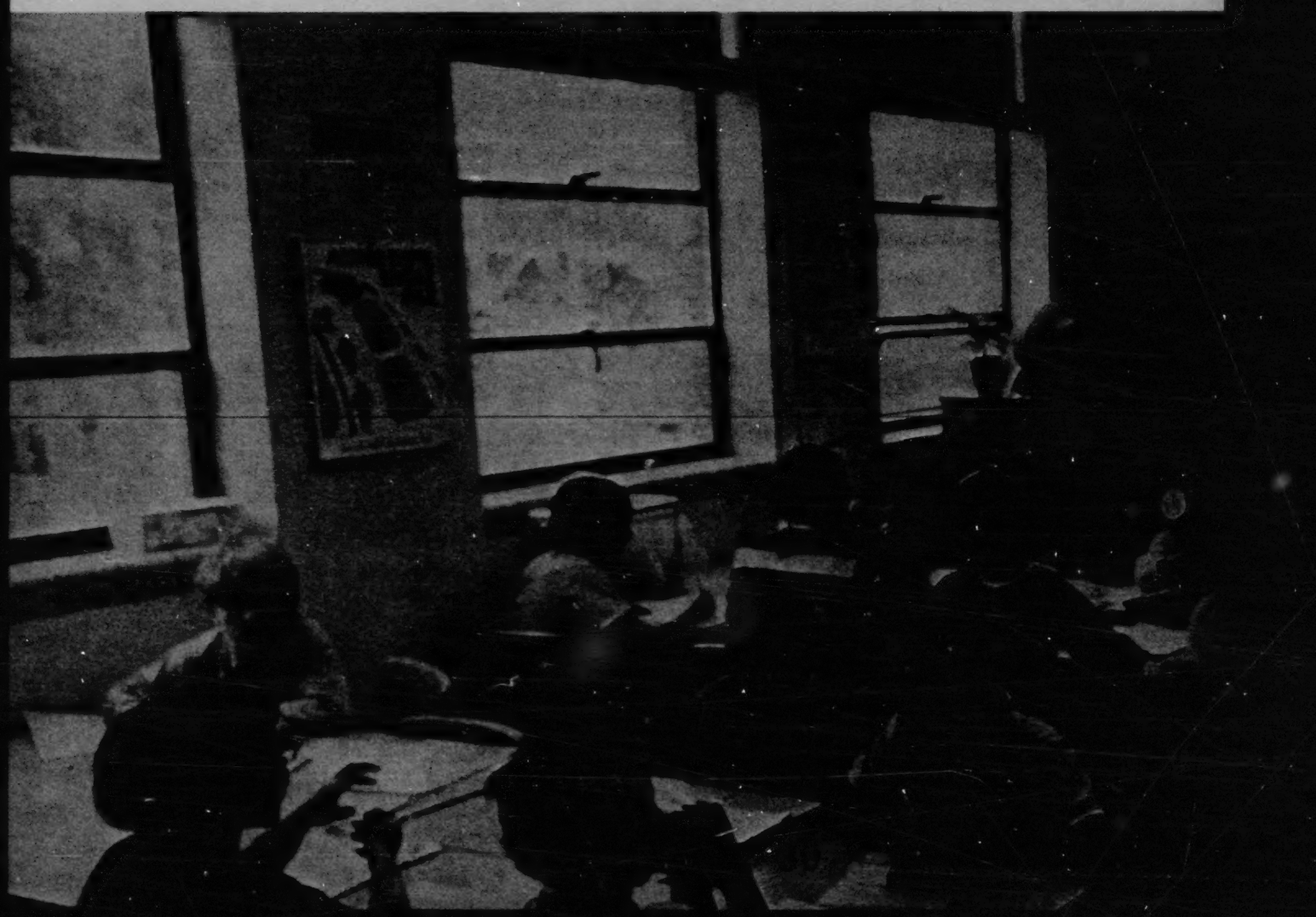
"Are you our substitute?" called Jill.

"Yes," she replied, "I'm Mrs. Jones. I hope we'll have a happy day together. Of course, that means co-operation from all of you." Her voice was squeaky, and the children giggled.

George heard Tim Stein in the back of the room mimic, "I hope we'll have a happy day together, and that we'll get along well."

Mrs. Jones picked up the class register and started to check on absences. As she read off the names, the boys and girls yelled out that she wasn't pronouncing their names correctly. When she came to Bill Newby, who was absent, Craig disguised his voice and said, "Here," so Mrs. Jones marked him present.

Things grew worse as the morning wore on. When she asked the pupils to take out their



workbooks, they took library books out of their desks. Anyone could see how upset she was. Next, one of the girls said that every day at 10:30 they had a recess. She was not telling the truth. Mrs. Jones allowed the class to get a drink of water. While she was standing in the hall, the principal came over to her and asked what the children were doing out of the room at 10:30. By this time Mrs. Jones was very upset. George could tell by the way her face was flushed. She was having a difficult time controlling her feelings. She didn't know anybody's name or where anything was, and the class was getting her all mixed up.

George felt sorry for her. He knew how difficult some pupils always made it for substitutes. His mother was a substitute teacher, and he had heard her tell many stories at home. He felt he should do something about it, but he feared being called a teachers' pet. And, after all, a teacher ought to be able to take care of herself.

Mrs. Jones' final frustration came when the children said they were supposed to see a moving picture. This wasn't true, for they had seen the movie the day before. When Mrs. Jones got out the projector and set it up with the film, they roared with laughter.

What are the two ways George might act?
What would be the effects of each action?
What do you think you might do if you were George?

SUPPLEMENTARY BOOKS FOR STUDENT READING — UNIT 1

Anderson, C. W. *High Courage*. New York: The MacMillan Co., 1935.
A girl who loves horses has a bad experience, but refuses to let it daunt her will to learn to ride.

Brink, Caroline. *Caddie Woodlawn*. New York: The MacMillan Co., 1935.
An 11-year old tomboy grows up and becomes a responsible, well adjusted young lady on the Wisconsin frontier.

Brock, Emma. *Plug-Horse Derby*. Alfred A. Knopf, 1955.
Nancy longed for something unexpected to happen to enliven the summer; surprisingly enough, something did. An announcement in the local paper of a plug-horse derby to be held at the State Fair gave Nancy the inspiration to train and enter her own horse, Plow Boy. The story of the training and the race is told in a humorous way that brings Nancy, her family, the hired man, and Plow Boy gaily to life.

Corbett, Scott. *The Baseball Bargain*. Boston: Toronto: Little, Brown and Company, 1970.
Kerby is a good pitcher for his little league team, but he never gets a hit. The story tells how he overcomes his feeling of dejection and inferiority.

DuBois, William Pene. *Porko VonPopbutton*. New York: Harper and Row, 1969.
A fat boy is sent to boarding school to try to overcome his obesity. Amusing situations arise, and a solution to his problem is a surprise ending.

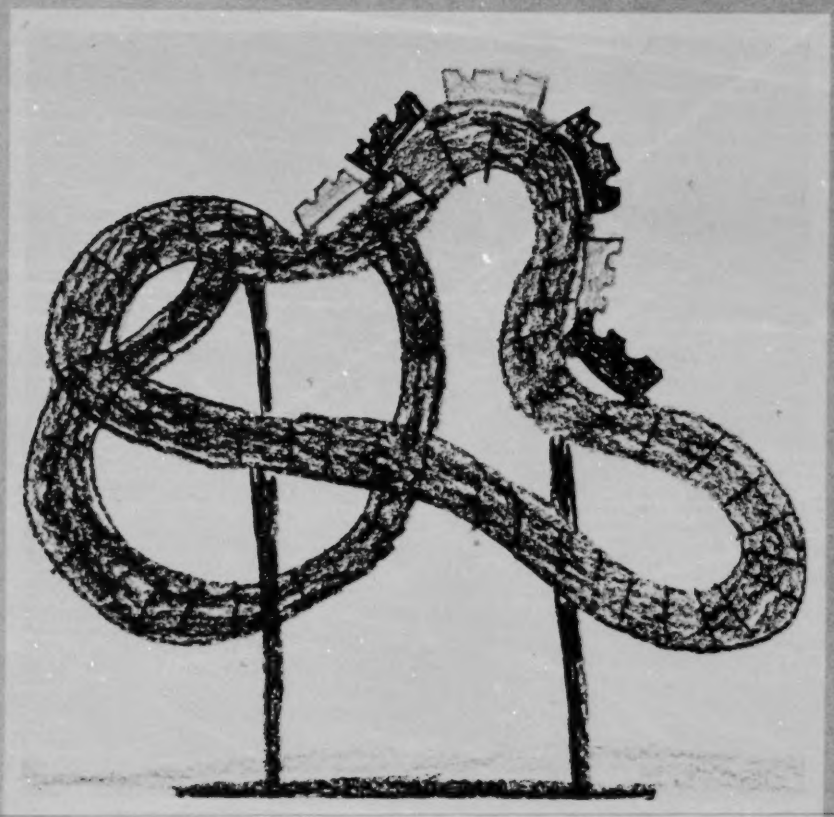
Estes, Eleanor. *Ginger Pye*. New York: Harcourt, Brace and World, Inc., 1951.
This story is about Ginger Pye, a fox terrier. Jerry and Rachel earn enough to buy him as a young puppy. The little dog is stolen, and the mystery is not solved until the end of the book when he returns as a big dog.

Neville, Emily. *It's Like This, Cat*. New York: Harper and Row, 1963.
This story is about 14-year-old Dave Mitchell and his pet cat. The relationship between a Dave and his dad changes as he grows up, and he grows to respect his father more. It is partly because of his friend's lack of parental love that Dave reassesses his family.

Sorenson, Virginia. *Plain Girl*. New York: Harcourt and Co., 1955.
This is the story of a 9-year-old Amish girl, Esther Lapp. The customs and traditions of the "Plain People" are explained. The story subtly shows Esther's growth and maturation. This book should be in a child's library to help him understand the ways of others and to teach him to have compassion for someone whose ways are different from his own.

Wilder, Laura. *The Little House Books*. New York and Evanston: Harper and Row, 1953.
Family relationships and personal resourcefulness are the keynote of these excellent stories of the author's childhood in Wisconsin 70 years ago.

UNIT 2
FEARS AND SECURITY



WHAT MIGHT ANN MARIE DO?

Ann Marie could hardly wait for math to be over for the day. Her heart was pounding rapidly.

Mr. Polanski put his chalk down. "Any questions?" Any questions! Ann Marie could think of a dozen. She seemed to be the only one who took so long to catch onto this math. The worst of it was that she didn't feel she could ask any questions for fear everyone would think she was stupid. Last semester she had really worked to get her C in math, and she sometimes wondered how she had managed.

Harry interrupted her thoughts by asking, "I understand how you find out what percent 18 is of 60, but if all you know is that 18 is 25 percent of something, how do you find what the something is?"

Ann Marie's head was spinning. What in the world was Harry talking about?

"A good question," Mr. Polanski said. "Let's see if the class can figure it out."

Soon all around her she heard pencils scratching and papers crackling. She didn't even know how to begin. Then hands began to go up. "Please go to the chalkboard and show us how you worked the problem," Mr. Polanski asked Sandy.

Ann Marie couldn't believe her eyes as Sandy divided 18 by 25. How did she think of that? Where did she get the decimal? Ann Marie tried to listen as Sandy explained what she was doing, but she couldn't follow the explanation. Was she the only one who couldn't get it?

"Is it clear to everyone now?" Mr. Polanski asked. "Jack, do you understand? Susan? Ann Marie?"

Ann Marie's cheeks burned as she nodded. If she admitted she didn't understand, Mr. Polanski would make Sandy go over the problem again, and then what if she still couldn't understand?

"All right, let's go to the chalkboard and work some problems on Page 94. Ken, you take the first one, Ann Marie the next one. . . ."

Ann Marie's knees began to shake, and she didn't know if she would be able to stand at the board. Now everyone would see how dumb she was, and Mr. Polanski would wonder why she had not admitted that she didn't understand.

What might Ann Marie do?
What could she have done?

WHAT MIGHT JAMES DO?

James had finally become a sixth grader. He had been looking forward to school all summer because in June he had been elected chief of the Safety Patrol.

His second day on the post was an unusual one. It was September, but it was a stormy day, and, besides the rain, hail fell on James's head.

James felt guilty. Here it was his second day in school and because of a TV program, he had not finished his social studies homework. What would Mrs. Seidel say? He told himself that as soon as he was off duty, he would try to finish his questions and make a good impression on his teacher.

He checked the traffic and saw that no cars were coming, so he allowed a group of children to cross the street. In one minute he would be off his post.

As he glanced up and down the street, he saw Lynn a block away, walking like a slowpoke. "Hey, Lynn, hurry up!" he yelled. He watched her as she slowly splashed in the water. "Make it snappy!" She was almost at his corner when she made a quick turn and started running home.

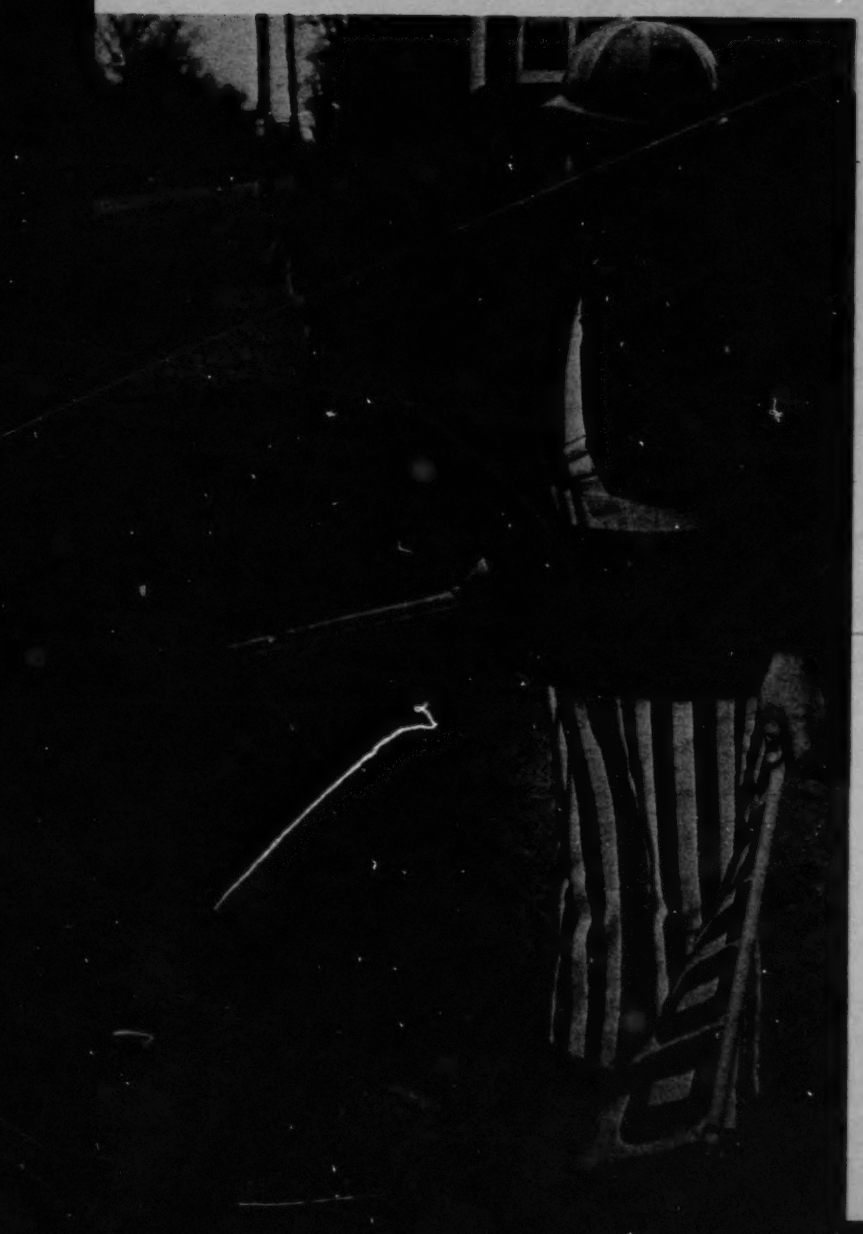
"Lynn!" James screamed. "Where are you going?"

"I forgot my snack. I'll be right back," she called as she kept on going.

James thought, "Why should I wait for that little brat? Officially I'm off duty. No telling how long it will take her to get back, and what will Mrs. Seidel say when she finds out that I didn't finish my social studies? But then James thought, "What if Lynn gets hit at the crossing? Would it by my fault? What if a hot rod comes racing down the street?"

James decided that he would wait for Lynn. His next thought was that no one would ever find out that he had seen Lynn, but his teacher would certainly know that he did not have his homework.

What might James do?
What had caused James's problem?
Would the responsibility for younger children be his after he was off duty? Why or Why not?
Should he wait for Lynn and take the consequences from his teacher?
Why or why not?
How might Lynn feel if she returns to the corner and James is not there?



WORD SCRAMBLE SAFETY — SECURITY — FEARS

Look at the scrambled letters. Use them to make words that are related to the feelings of safety, security, and fear. In each group of scrambled letters, the first letter of the word is capitalized. In the right-hand column, write the word safety, security, or fear to tell the feeling you have when you think of the word in the left-hand column.

	What is the word?	What Feelings Do You Have When You Think of This Word?
irFe	_____	_____
lsAnaim	_____	_____
arDk	_____	_____
Hmeo	_____	_____
ulaFire	_____	_____
reatPns	_____	_____
lulyB	_____	_____
nnnUkow	_____	_____
ttegGin tLso	_____	_____
oleaPicmn	_____	_____
eSusccs	_____	_____
eehTacr	_____	_____
iBegn lAneo	_____	_____
abBy iSgtnti	_____	_____

PUT YOUR HAND IN THE HAND

Put your hand in the hand of the man
who stilled the water
Put your hand in the hand of the man
who calmed the sea
Take a look at yourself & a you can
look at others differently
By puttin your hand in the hand of the
Man from a Galilee
Every time I look into the holy book I
wanna tremble
When I read about the part where a
carpenter cleaned the temple
For the buyers & sellers were no
diff'rent fellas than what I profess
to be
And it causes me pain to know I'm not
the gal that I should be.

Daddy lived his life with two kids & a
wife you do what a you must do
But he showed me enough of what it
takes to get you through
Put your hand in the hand of the man
who stilled the water.
Put your hand in the hand of the man
who calmed the sea
Take a look at yourself and a you can
look at others diff'rently

By puttin your hand in the hand of the
man from a Galilee —
Put your hand in the hand of the man
from a Galilee —

by Gene MacLellan

UNFINISHED SENTENCES

Finish these sentences. We will discuss them in class in small groups and in a large group.

1. I am afraid when

2. I feel safe when

3. The best thing that has happened to me

4. I think the worst possible thing is

5. My "security blanket" is

6. When I am afraid I

7. My parents feel safe when

8. Some adults feel secure when

BILLY'S PROBLEM

Billy was ten years old. Every day he looked forward to going to school and being with his friends. He never had trouble with the boys in his class, because they all liked him and thought he was a good guy.

One day Billy was walking home after playing at a friend's home. About halfway home, two older boys stepped in front of him and said they weren't going to let him pass.

Billy didn't know what to do. He told the two boys that he had to get home or his mother would be angry with him. They just laughed and said that didn't bother them.

Billy was afraid they might have a knife. When he made a move to get away, one of the boys grabbed him and threw him down.

Suddenly the sound of a siren attracted the older boys' attention. As they turned to watch a fire engine speed by, Billy jumped up and started to run. Before the two boys realized that Billy was up, he was so far away that they couldn't catch him.

Bill was relieved to get away from them, but he heard them shout, "We'll wait for you after school tomorrow and really take care of you." Billy ran all the way home. That night he couldn't sleep because he was thinking about the warning the two boys had given him.

Why do you think the two boys stopped Billy?
How do you think this experience will affect Billy's behavior the next day?
What might Billy do about his fear of the two boys?
To whom might Billy go to for help?
How do you think you might feel if you were Billy?
What do you think you might do if you were Billy? Why?
To whom would you go for help if you were in this kind of situation?

THE BULLY

George looked up at Bud. "I wonder what he's going to do now," he thought. Bud looked so big and tough. George was afraid of him. You never knew what Bud was going to do. Sometimes he acted friendly. Sometimes he acted mean, and then he might even hit you. George had never seen Bud hit anyone, but he had heard him talk about beating someone up. He had heard Bud say this lots of times, about lots of guys.

"Hi, Bud," he said, forcing himself to smile.

"What's so funny, kid?" Bud growled.

"Nothing," George answered, hating Bud because he was afraid of him.

"Then stop grinning."

"O.K." George tried to look serious without frowning. He didn't want Bud to think that he was angry. "Boy, I'd sure like to beat *him* up," he thought. Aloud he asked, "Hey, want to go get a root beer with me? I've got a dollar."

Bud frowned and considered George's offer. "Yeah, I guess so," he said. "Let's go."

George sighed with relief, and they walked to the root beer stand a few blocks away.

Later, when George paid for the root beers, plus the hamburger and French fries Bud had ordered, too, he thought, "Why did I ask Bud to come with me? Now I don't have any money left."

Do you think it was a good idea for George to spend his money on Bud?

SUPPLEMENTARY BOOKS FOR STUDENT READING — UNIT 2

Bianki, Vitali. *Peek the Piper.* New York: G. Braziller, 1964.
Two children placed a tiny mouse in a sailboat. The mouse learned to provide for himself in order to survive. His bravery and self-reliance have a message for the reader.

Buck, Pearl. *The Big Wave.* Eau Claire, Wisconsin: John Day, 1961.
Kino and Juya live in a Japanese village in the shadow of a live volcano. There is always fear of death from the volcano or tidal waves. An understanding of death as a "gateway" alleviates the boy's fear.

Daringer, Helen F. *Adopted Jane.* New York: Harcourt, Brace, and World, 1947.
A girl from an orphans' home must decide which of two families to choose as her own. Jane's appreciation of both foster mothers is genuine, but she makes her decision on the basis of where she is most needed.

DeJong, Meindert. *The House of Sixty Fathers.* New York: Harper and Row, 1956.
The story takes place during the Japanese invasion of China. Tien Pao, a young Chinese boy, is alone on the family's sampan when the boat breaks away from the riverbank and floats into enemy territory. In his struggle to return to his family, he discovers a wounded pilot. They become friends and flee from the Japanese. Eventually the pilot and boy are separated, and Tien Pao makes his way to his home city. In Hengyang he observes the Japanese invasion. Unable to find his parents among the thousands of fleeing people, the boy follows the railroad track leading out of the city. Finally some American airmen find him and he becomes the adopted son of "sixty fathers" who live at a nearby airbase. After a reunion with his pilot friend, Tien Pao persuades the airman to fly over the territory where his parents might be. The family is reunited, and the story ends happily.

DeJong, Meindert. *Hurry Home, Candy.* New York: Harper and Row, 1953.
Many children will relate this story to their own insecurity. A stray puppy, lonely and in danger, finds a friend who gives him security and warmth.

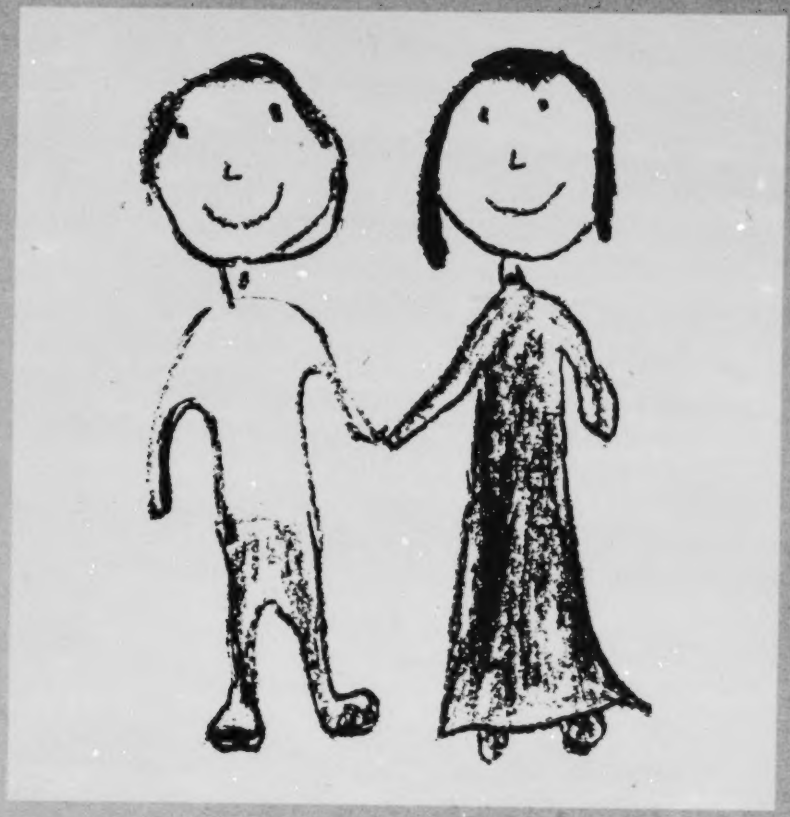
DeJong, Meindert. *The Last Little Cat.* New York: Harper and Brothers, 1961.
The seventh kitten in the litter is unwanted, often hungry, cold, and left out until he finds companionship and warmth with a blind old dog.

Duncombe, Frances. *Cassie's Village.* New York: Lothrop, Lee & Shephard Co., Inc., 1965.
Cassie's first real home was to be inundated to build Croton Dam. She was determined to save her father's cottage and blacksmith shop. Her efforts result in moving the entire village.

VonGebhardt, Hertha. *The Girl from Nowhere.* New York: S. G. Phillips, Inc., 1959.
A lonely little girl who talked to no one brought mystery into the lives of the children on the block.

VanRiper, Guernsey, Jr. *Lou Gehrig, Boy of the Sand Lots.* New York: Bobbs-Merrill, 1949.
This is an inspiring biography of Lou Gehrig's early days, full of heartache, courage, loneliness and success.

UNIT 3
FRIENDSHIP, LOVE AND BELONGING



TIM

Tim was so good looking and such fun. Margie like him very much. The only trouble was that every time Margie passed him, she gave him a poke. When he walked up the aisle past her desk, she tried to trip him. If she was standing with a group of girls, she paid no attention to him. The whole thing was really embarrassing.

1. Why do you think Margie acted as she did?
2. What could Tim have done about Margie's actions?
3. How might you act in a similar situation?

A SCRAMBLED STORY

The sentences of the story are out of order. Try to put them in sequence. Use a pencil to number the correct order of the sentences.

Think about the questions so you will be ready with answers when your class discusses the story.

★ ★ ★ ★

Dorothy is moving tomorrow . . .
What would she do?
She was very lonely.
Sally was very sad as she left her best friend.
It was going to be difficult for both of them.
A new girl moved into Dorothy's old home and right into her desk at school.
After Dorothy was gone, Sally walked to and from school alone for four days.
Dorothy would go to a new school, and have new teachers and new friends.
They had been friends for two years.
On the fifth day, things changed.
Sally, though, would be left alone.
She thought about this a great deal.

1. Sally will be lonely. How might this affect her behavior in school?

2. Have you ever been lonely?

3. How did you feel when you were lonely?

4. How did you act when you were lonely?

5. What were some of the things you did to feel less lonely?
   What else could you have done?

6. Do you think Sally will forget Dorothy if she has a new friend?

ANDRE

I had a dream last night. I dreamed
I had to pick a Mother out.
I had to choose a Father too:
At first, I wondered what to do,
There were so many there, it seemed,
Short and tall and thin and stout,

But just before I sprang awake,
I knew what parents I would take.

And *this* surprised and made me glad:
They were the ones I always had!

by Gwendolyn Brooks

VERN

When walking in a tiny rain
Across the vacant lot,
A pup's a good companion —
If a pup you've got.

And when you've had a scold,
And no one loves you very,
And you cannot be merry,
A pup will let you look at him,
And even let you hold
His little wiggly warmness —

And let you snuggle down beside.
Nor mock the tears you have to hide.

by Gwendolyn Brooks

QUESTIONS

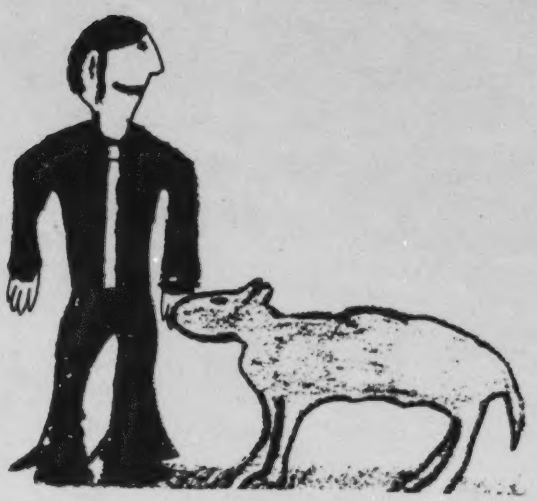
What did you do?
Where did you go?
Why weren't you back
An hour ago?

How come your shirt's
Ripped on the sleeve?
Why are you wet?
When did you leave?

What scratched your face?
When did you eat?
Where are your socks?
Look at your feet!

How did you get
Paint in your hair?
Where have you been?
Don't kick the chair!

Say something now.
I'll give you till ten.
. . . . . .
"See if I ever
Come home again."



WORD HUNT

Circle the words that refer to either people or places that are sources of love and a feeling of belonging. The words listed at the bottom of the page appear either horizontally or vertically in the word hunt diagram.

S C Z B T O Q S C H O O L N P T I G

Y T Q C P E V P O L I C E M A N M R

N W N O X P T O M O T H E R B C D A

A R S U U V P I M I N I S T E R U N

G C I N W B G H U Z M L R Y I G H D

O F A T H E R I N E I G H B O R P M

G A T R M N P Q I G H V C Q X A N O

U M A Y L O P M T C A D D U G B P T

E I T X Y P L A Y G R O U N D B W H

C L A S S M A T E S M F I G T I P E

R Y U I M T E A C H E R Q V Z G M R

I L M S Y Z T M H P R I P R I E S T

A U N T M N O P U Q X E Z W E R T Z

G C U E V W X Y R B U N C L E P T N

A M G R O U P I C P R D O C T O R U

N E V G B D F S H O M E T Q B F J R

G N I T T G R A N D F A T H E R F S

B R O T H E R G C T G T B A S Y S E

Answers to Word Hunt Puzzle:

1. school
2. community
3. mother
4. minister
5. neighbor
6. rabbi
7. teacher
8. friend
9. priest
10. aunt
11. sister
12. uncle
13. church
14. grandmother
15. grandfather
16. classmates
17. policeman
18. playground
19. brother
20. father
21. synagogue
22. home
23. family
24. country
25. gang
26. group
27. doctor
28. nurse

FUNNY FACE

Every once in a while someone seems to be "different." Something about him makes him appear unusual and even odd at times. Lauren really seemed to fit this description.

He was smaller than most of the other boys in his class. His eyes were quite bad and he seemed to squint a lot. He wore very thick glasses. Lauren didn't laugh very often, but when he did his extra large teeth showed.

Lauren was very interested in daily news events. Every night he read the newspapers and watched television news broadcasts, so he was very well informed about the news. When the teacher had a current events lesson, Lauren always added a lot to the discussion.

One day during a current events discussion, Lauren was the only student who contributed to the discussion. The teacher finally became quite disgusted with the others in the class. She said that the only one she could count on to be prepared to discuss current events was Lauren. This embarrassed Lauren, and his face turned red.

On the playground that noon his classmates mocked out Lauren. They called him "Funny Face" and "Brownie." They always teased him, but that day they really gave him a rough time.

During gym class that afternoon the boys were choosing teams to play softball. Eventually all the boys except Lauren were chosen.

Both teams said they didn't want "Funny Face" on their side. Lauren just stood there by himself and looked down at the ground. All he could think about was that the other guys didn't like him and he always seemed to be left out of things.

1. What do you think Lauren's needs were?

2. What do you think his classmates' needs were?

3. What do you think some of the teacher's needs were?

4. What do you think Lauren could do to feel more a part of things?

5. Why might people make fun of someone else?

6. In what ways might his classmates help Lauren?

7. How might the teacher help Lauren?

8. How might the teacher help the rest of the class?

GOING TO A NEW SCHOOL

It was a beautiful spring morning and Debbie woke up very happy to be alive. She moved her bedroom curtain aside and gazed out at the beautiful hawthorne trees in her backyard. They were blooming in all their glory. She was so happy to be in a new home with such a lovely back yard. It certainly was quite different from the apartment that they had lived in for years. Suddenly Debbie's eyes filled with tears. She realized today would be her first day at Walnut School. She didn't want to go to the new school. She didn't know anyone there, and she was afraid that the boys and girls wouldn't like her. Suddenly Debbie realized that she'd better hurry or she'd be late for school.

As Debbie approached the school building, she felt alone. There were kids everywhere, but not one familiar face. Girls were huddled in little groups, giggling and telling secrets. They all seemed so unfriendly. No one even said "hi" to her.

In class she sat across from Jane. As far as she could tell, Jane seemed to be the leader of the class. Debbie knew that if she could make friends with Jane, everyone would look up to her. They would all want to be her friend and play with her after school.

While she was thinking this, she saw Jane go to the pencil sharpener. But Jane didn't sharpen a pencil. Instead, she put an unusually thick crayon into the sharpener. There was a sudden click, and the handle of the sharpener fell off. Jane put it into her pocket and tiptoed back to her seat, looking around to see if anyone had noticed what had happened. Debbie lowered her eyes, pretending not to have seen anything.

Later, when Mrs. Phillips went to the sharpener and found it broken, she was very upset. She asked the class if anyone knew what had happened. There was silence. Mrs. Phillips decided it must have been Bill, the troublemaker, who had broken it and was not admitting it. She asked Bill if he was guilty. When he denied it, she got so upset that she snapped at him, and told him he was to remain after three o'clock.

Bill was always staying after school. He was noisy, he was a bully, and he seemed to get into all sorts of trouble. He felt sure this time that his teacher would take him to the principal. He had certainly been given many chances to change. But he had not broken the pencil sharpener.

Debbie looked across at Jane. What should she do? Should she tell the teacher Jane had done it? If she kept very quiet, perhaps Jane would be her friend. But her conscience bothered her. She knew Bill had not done it, and that he was in lots of trouble. Would Jane come through with the truth in time to save Bill? Should she tell Mrs. Phillips and let her decide what to do? The other kids might think she was a tattletale.

Questions for this story:

1. Why might Debbie be afraid to go to the new school?
2. How many of you have moved and been transferred to another school? How did you feel?
3. What happened in class on Debbie's first day in school?
4. What could Debbie have done to help Bill?
5. Would it be fair to let Bill be punished when he had done nothing wrong?

ELSA AT THE BEACH

Steve and Denise Wilson were vacationing at Wildwood Crest, a resort in the southern part of New Jersey. The ocean, foaming on top and crashing like cymbals in an orchestra, was a pleasure to see and listen to. They loved running along the beach in the late afternoon with their dog Elsa.

On this hot afternoon Elsa, a little brown dachshund, was running back and forth into the water, barking loudly at the waves as they crashed along the shore. Elsa was playing a game with Steve and Denise. They were chasing her and just as they caught up to her, she would dart into the water. Steve and Denise were dressed in their jeans and sweat shirts. It was almost as if Elsa knew they could not chase after her into the water.

Finally Steve and Denise fell laughing on the sand. They were both trying to catch their breath.

"That's what you call a workout," said Denise.

"We're getting all the exercise," added Steve.

Elsa suddenly ran to them, begging, whining, and standing on her hind legs. She seemed to be saying, "Let's play some more."

"Go play by yourself," said Denise, and she went back to making a sand castle. Steve decided to help her.

The quiet of the beach, broken only by the sound of the waves, was suddenly interrupted by a dog's yelp and an angry voice. A boy Steve's age was kicking Elsa angrily.

"You stop that!" Denise screamed, jumping to her feet. "Here, Elsa," she called. "Here, Elsa." Elsa came slowly, whining as Denise bent down and hugged her.

Steve went over to the boy. "Who do you think you are? What do you think you're doing?" he yelled over the roar of the waves.

"Your dog splashed me," the boy said. "Why don't you watch him? He shouldn't be bothering other people."

"How would you like me to kick you?" Steve threatened. "You big bully."

1. What do you think Steve should do to the boy who kicked his dog?
2. How might you act if a dog splashed you?
3. Should Steve apologize for his dog's behavior rather than start trouble?

KELLY

Kelly sat up in bed! There were loud noises coming from the kitchen! She heard her mother's bedroom door slam and then heard her sobbing. Then the downstairs front door slammed. She saw the flashing of car lights as her father pulled out of the driveway.

It was happening again. Her parents seemed to be angry with one another all the time. Whenever Kelly questioned what was happening, her mother would begin to cry and say, "You wouldn't understand, Kelly. Now don't worry about a thing."

The next day in school, Kelly tried not to show her friends that she was worried and upset. She found it hard to concentrate on her schoolwork. Her friends seemed to be nagging her for silly little things, and she wasn't happy at all. No one understood the way she felt. Kelly wondered if she was the cause of the argument between her parents.

The next night her father did not come home for dinner. When he arrived later, he didn't even say hello.

She wondered if the trouble might be because she had insisted on having that yellow ruffled dress. Her mother had agreed but her father had said that it was too expensive. Was it her

fault that she always seemed to be siding with her mother, and not her father? Perhaps if she and her little brother would stop fighting and hitting each other all the time, their father might be more friendly with all of them.

The weeks went by and Kelly continued to worry. She was uncertain what might happen; and she felt so guilty. She was too young to realize that she and her brother were not to blame for her her parents' trouble.

She didn't know that parents sometimes disagree, or that people can love each other and still harbor feelings of resentment.

One day Kelly's mother said, "Kelly, your father and I are going to get a divorce. We no longer love each other, but we both love you and your brother dearly. Your father will come to visit on weekends. Sometimes just you and your father may go places, and sometimes you may take your little brother along. Kelly, I would like you to understand that sometimes it is better for two people to live apart if they are unhappy together."

THE ME NOBODY KNOWS

Dennis F. age 13, and Arthur Jackson, age 15, live in the slums of New York City where there is garbage in the streets and on the sidewalks. Their teachers gave them the opportunity to write about "The World Outside." Read what they have to say. Then answer the questions.

My One Father
Dennis F. Age 13
"I am 13 years old and my sisters, one of them is six and one of them is seven. And I do not know how old my father is because it was when I was a little baby, about three months old, when my father left; so I will tell you how old my mother is, around thirty-six. And I wish that my father would come back where he started at the beginning. I have been so lonesome with no one to play with or go out with.

My One Father
Arthur Jackson Age 15
"I have felt lonely, forgotten, or even left out, set apart from the rest of the world. I never wanted out. If anything I wanted in."

How does it feel not to be accepted?
How does it feel not to be loved?
Why might these boys feel this way?

SUPPLEMENTARY BOOKS FOR STUDENT READING — UNIT 3

Anglund, Joan Walsh. *A Friend Is Someone Who Likes You*. New York: Harcourt Brace and World, 1958.
Short little verses about friendship.

Anglund, Joan Walsh. *Love Is A Special Way of Feeling*. New York: Harcourt Brace and World. 1960.
Short little verses about love in children's eyes.

Estes, Eleanor. *The Middle Moffat, Rufus M*. New York: Harcourt Brace and World, 1943.
Finding one's place in his family is portrayed through amusing adventures of the Moffat children.

Gage, Wilson, *The Big Blue Island*. Cleveland and New York: The World Publishing Co., 1964.
An orphaned boy is sent to live with his recluse uncle. The struggle for mutual understanding and acceptance is finally successful after many tribulations.

Gray, Patsey. *Noah's Ark*. New York: Norton, 1966.
Two eleven-year-olds are lost during the Christmas flood of 1964 in California. By working together, they manage to survive and rescue many animals.

Hoff, Syd. *Irving and Me*. New York: Evanston & London, 1967.
Thirteen-year-olds confronted with problems of moving, bullies, girls, and more. Fun reading and plain language.

Hull, Eleanor. *Trainful of Strangers*. New York: Atheneum, 1968.
A stalled subway train endangers friendship among several children riding in one car. They are all of different ethnic and social backgrounds. The beginning chapters describe each child and his reason for being on the train. The second half of the book describes each child's life for the week following the incident.

Johnson, Grace. *Courage Wins*. New York: E. P. Dutton, 1954.
This is the story of a 600-mile journey by sled over the Mohawk Trail, on frozen Lake Erie to Conneaut Creek and on to Kinsman, Ohio. It is the story of the Cobb Family in 1811, as well as of the problems brought about by the War of 1812.
Cleverly woven in the story are the values of kindness and friendship. The book is among the best about our state.

Neville, Emily. *Seventeenth Street Gang*. New York: Harper and Row, 1966.
Parent relationship, peer relationship (rejection and acceptance), gang leadership, and children's need for love and understanding are all brought out in this lively story.

Perrin, Blanche. *Born to Race*. Scholastic Book Services.
Suzy Taylor's father raises horses for a living. Suzy develops an affectionate relationship with a horse named Whickery. At the end of the story, the horse wins the Kentucky Derby. Suzy's father asks for the only dollar Suzy has. In return, Mr. Taylor gives Suzy the ownership papers for Whickery!

Sterling, Dorothy. *Mary Jane*. Scholastic Book Services.
Twelve-year-old Mary Jane faces many problems as she enters a formerly all-white school in the South. Her own courage, the reassurance and guidance of her grandfather, a pet named Furry, and her concerned teachers, help make her year a valuable one.

White, E. B. *The Trumpet of the Swan*. New York: Harper and Row, 1970.
This is the story of Louis, a trumpeter swan who was born without a voice. This distressed his parents, for they feared he would never find a mate. Louis is befriended by Sam Beaver, a young boy camping with his father in the Canadian woods. Good old Dad decides he must have a voice. So he flies to Billings, Montana, crashes through a plate glass window, steals a trumpet and gives it to Louis. His experiences in Boston, swimming in from the Swan Boats, and appearing in a night club in Philadelphia are so far fetched they verge on the ridiculous.

Everyone thinks I'm smart.
Everyone thinks I'm good in sports.
I think I'm good in sports,
But I'm not that smart.

People think I'm kind.
People think I'm friendly.
People think I'm honest.
And people think I'm trusted.
But people don't know
That I am lazy.

EVERYBODY SAYS

Everybody says
I look just like my mother.
Everybody says
I'm the image of Aunt Bee.
Everybody says
My nose is like my father's.
But I want to look like me.

by Dorothy Aldis

Write a poem about yourself. Tell what makes you special and different from everyone else.

WHO AM I?

I am Negro —
I am bad.
I am poor white trash —
I am bad.
My mother whips me to make me good —
I am bad.
My preacher says the devil will get me —
I am bad.
Jesus don't love me —
I am bad.
I don't know what that teacher says —
I am bad.
I don't understand her so I don't listen —
I am bad.
I don't know them funny black marks in my book —
I am bad.
I can't make them marks stay on the line —
I am bad.
My teacher puts a paper on my desk —
I don't know what to do —
I do nothin' —
I am bad.
I make pretty colored marks on the paper (I like my crayons) —
It makes me feel good —
I want to show it to the kid next to me and tell him about it —
I talked —
I marked up my paper —
I am very, very bad.
That kid next to me - he is good —
The teacher likes his paper —
He went to play with some trucks and blocks —
I want to play with blocks and trucks —
No! I am bad.
I marked up my paper —
Blocks and trucks are for good kids —
Bad boys put their heads on their desks —
I am very bad.
I don't feel good —
I made marks on that kid's paper and threw it on the floor —
It made me feel good —
Now I am very, very bad.
The bell rings —
I can go!

I run —
I shout —
I hit that kid next to me —
I am Negro —
I am poor white trash —
I don't know nothin' —
I don't listen —
I am lazy —
I don't sit still —
I mark on my papers —
I mark on other kids' papers —
I hit kids —
I know who I am —
I am the bad-dest kid in the room —
Everybody knows it —
I am so bad.

Today the teacher smile at me!
"Hello — I like that red shirt!"
I don't say nothin' —
I see some trucks —
I'd like to roll them on the rug —
She don't care —
I roll them and roll them —
That makes me feel real good.
I'll take them blocks and make me a garage for my trucks —
I make me a good garage and put my trucks in it —
I lie on the rug and look at it —
I feel good.
My teacher says, "Tony, you made a good garage.
You used some red blocks.
Let's count together and see how many red blocks you used.
1-2-3-4.
Let's see how many wheels are on that truck.
1-2-3-4.
Tony, you are a smart boy!
You can count!"
I feel very, very good!
That kid next to me —
He wanted to make a garage too —
I helped him —
We made a garage —
It was a big garage —
We put a big truck in it —
That boy said we had 2 garages and 2 trucks —
We used some green blocks —
That boy and me counted —
He helped me count 8 green blocks —
I feel good!

We got some paper—
A big stack is over there where we can get it anytime we want it —
We made big colored marks all over our papers —
It looked pretty!
My teacher said, "Tony and Jeff, you made some pretty pictures!
Get that roll of tape and we'll put them up.
I'll write your names with my big black pencil so everyone can see!
We have 2 pretty pictures!"
I feel good.
My teacher said, "My, that is good!
Some of these days you can write all your name.
You are a smart boy.
I'm glad you are in my room!"
She likes me!
I say, "I'll make you 'nuther good picture, better'n that!"
Me and that kid next to me went out to play.
He likes me!

Who am I?

I am a boy —
I am good!
I am Tony —
I am good!
I made a good garage —
I am good!
I counted —
I am good!

I know this is a red shirt —
I am good!
That kid likes me —
I am good!
The teacher likes me —
I am good!
I made a pretty picture —
I am good!
I know them funny marks says my name —
I am good!
I made one of them marks —
I am very, very good!
That kid next to me is good, too —
We're 2 good boys —
I'm glad I'm me!

by Theron Jacobson

SUPPLEMENTARY BOOKS FOR STUDENT READING — UNIT 4

Caudill, Rebecca. *Did You Carry the Flag Today, Charlie?* New York: Holt, Rinehart & Winston, 1966.
In the Appalachian school house a treat at the end of a day was to be chosen to carry the flag at the dismissal ceremony. To earn this privilege a child had to be on his best behavior all day. Charlie didn't make it until the end of school.

Christopher, Matt. *Break for the Basket*. Boston: Toronto: Little, Brown & Co., 1960.
An educationally disturbed boy learns self-control through basketball.

Christopher, Matt. *Sink it Rusty*. Boston: Toronto: Little, Brown & Co., 1963.
A crippled boy learns to participate in sports and thereby finds friends.

George, Jean. *My Side of the Mountain*. New York: E. P. Dutton & Co., Inc., 1959.
Sam finds himself by spending a year living off the land on an abandoned farm.

Krumgold, Joseph. *And Now Miguel*. New York: Crowell, 1953.
Miquel thinks his older brother, Gabrielle, can do everything. Miquel learns that "to become something different from what you are, takes more than being strong."

Little, Jean. *Mine for Keeps*. Boston: Toronto: Little, Brown & Co., 1968.
Sally has cerebral palsy. She has many problems as she enters public school after a time in a special school.

Peare, Catherine Owens. *The Helen Keller Story*. New York: Crowell, 1959.
A biography.

Shotwell, Louisa. *Roosevelt Grady*. Cleveland and New York: The World Publishing Co., 1963.
The son of a migrant worker, Roosevelt has a difficult life. He wants to learn how to "put into" because his family always moves just as the class is about to learn long division.

Stolz, Mary. *The Dog of Barkham Street*. New York: Harper, 1960.
Stolz, Mary. *The Bully of Barkham Street*. New York: Evanston & London: Harper & Row, 1963.
Martin, a bully, is teased by a smaller boy who calls him "Fats." and then runs home for protection. Both boys' problems are analyzed and resolved. Good parent relationships.

Wier, Ester. *The Loner*. New York: D. McKay, 1963.
Abandoned and ill in a migrant camp, Boy has no family — not even a name. He feels he should look out for himself and not blame anyone for his problems. He learns responsibility when a sheepherder gives him a home.

Yates, Elizabeth. *A Place for Peter*. Coward, 1952.
Sensing his father's attitude that he is too young to do any of the important tasks on their New Hampshire farm, young Peter works hard to prove his value and earn his father's comradeship. The development of the new father-son relationship as the boy slowly matures under the challenge is well done.

ANGRY

Sometimes when the day is bad
And someone's made me very mad
Or I've been given angry stares,
I go behind the front porch stairs.

There, curled up with chin on knee,
I like to be alone with me
And listen to the people talk
And hurry by me on the walk.

There I sit, without a sound,
And draw stick pictures on the ground
If I should tire of it all,
I throw some pebbles at the wall.

After I've been there awhile
And find that I can almost smile
I brush me off and count to ten
And try to start the day again.

by Marci Ridlon

SOME SITUATIONS

1. Your little brother scribbled on your finished homework.
2. Your parent accuses you of taking some money you didn't even know was around.
3. Your pals went off to the movies without you after they said they would wait for you.
4. You had to clean the basement, although the other kids went off to play ball.
5. You saw a student copying during a test while you were struggling to recall the answers.
6. You found one of the neighborhood bullies picking on your little brother.
7. Your teacher accused you of causing trouble in class, although you were not really involved in it.
8. You discovered someone had let the air out of your bicycle tires while you were in the store. Mom was in a hurry for you to get home, too.
9. Your sister got up earlier than you did and wore the blouse you had planned to wear.
10. Someone picked up the fresh clay model you had just completed and ruined it.
11. The teacher told you to be quiet, but other people were talking louder than you were.
12. The ballgame has been rained out and you don't know how to spend your Saturday afternoon.

Discuss the following questions:

1. What would be your first reaction in each situation?
2. How could you react to these situations with a constructive expression of anger? With a nonconstructive expression of anger?
3. What short-term effect might your anger have upon the person or persons in each situation? What might be the long-term effect?
4. How might the way you expressed your anger affect you? Now? Later? How might it affect others observing you. Now? Later?
5. How might you learn to avoid much expenditure of energy or anger in such a situation?

WORD HUNT

Circle the words that refer to behaviors people might use when they are angry. The words listed at the bottom of the page appear horizontally, vertically, slanted or backward in the word hunt diagram.

S	H	O	V	E	B	M	O	P	H	U	C	Y
H	I	P	W	T	U	U	W	S	R	S	T	Q
U	T	I	N	I	C	I	L	L	X	C	W	O
D	C	C	I	B	R	A	V	A	L	R	B	T
D	E	R	A	E	T	I	X	M	Y	E	L	L
E	T	I	M	O	G	V	U	S	W	A	T	M
R	S	T	I	N	P	O	U	N	D	M	O	E
P	Y	I	E	T	D	A	S	I	L	F	I	T
Q	E	C	O	A	N	U	S	S	T	I	P	A
W	X	I	M	P	U	N	C	H	I	S	T	H
B	O	Z	N	K	L	O	P	O	E	P	S	I
L	I	E	P	W	I	T	P	U	S	H	O	Y
M	U	S	O	B	T	C	U	T	W	P	O	Q
T	E	S	H	R	I	E	K	P	O	R	M	S

Answers to the word hunt puzzle:

1. shudder
2. punch
3. hit
4. criticize
5. sob
6. shriek
7. pound
8. kick
9. yell
10. bite
11. bully
12. tear
13. slam
14. gossip
15. fit
16. shout
17. push
18. scream
19. hate
20. mad
21. shove

WHAT MIGHT KAREN DO?

Pam was embarrassed. She had been tripped, and she was sprawled on the classroom floor, while the entire class laughed and made fun of her. There were broken finger-paint jars all around her. Paint trickled in all directions. Miss Jones stared down at her. Pam picked herself up, straightened her dress, pulled up her socks, and yelled, "You tripped me, Karen!"

"No, I didn't" said Karen innocently, as she looked up from her library book. "Honest, I didn't." Karen cried in despair, as Pam continued to accuse her. "I didn't trip you on purpose. My foot was out in the aisle, that's all."

"Well," said Miss Jones, "enough of that conversation. I've had just enough with this class today." Miss Jones had just decided that Karen had indeed tripped Pam. Karen sensed this in her teacher's attitude. While several children helped mop up the mess, Miss Jones announced to the class that Karen would stay in from recess all week, and do extra pages in math.

Karen wanted to explain, but she stood there with her mouth wide open, unable to utter a word. It wasn't so much the punishment but the humiliation in front of her classmates for

something she hadn't done. For the rest of the afternoon, Karen seethed inside. She was angry at Miss Jones and wondered how she could take revenge.

"I'll get even," she thought. "I won't do any homework for the rest of the term." She knew, however, she would only be punishing herself. "Maybe, I won't send her a Christmas card." At the end of the day, Karen banged her desk shut, scuffed her heels, and marched out the classroom door in a very bad mood.

At dinnertime, Karen ate hardly anything. She just sat at the table staring into space. "What's wrong?" asked her mother. "Tell me about it."

Karen blurted out her story as tears trickled down her cheeks. This was no joke to her. Her chest had felt heavy all day. She did not like holding a grudge against her teacher.

When she was calm again, her mother said, "Don't just fret about it. Let's think of ways we can solve the problem."

What might Karen do?

SUPPLEMENTARY BOOKS FOR STUDENT READING — UNIT 5

Cecil, Edward. *Malachi Mudge*. New York: Toronto: McGraw-Hill, 1968.
The mole was very proud of his neat little house, but he was very lonely. No one wanted to live with him. A grumpy, lame beetle helped him mend his ways.

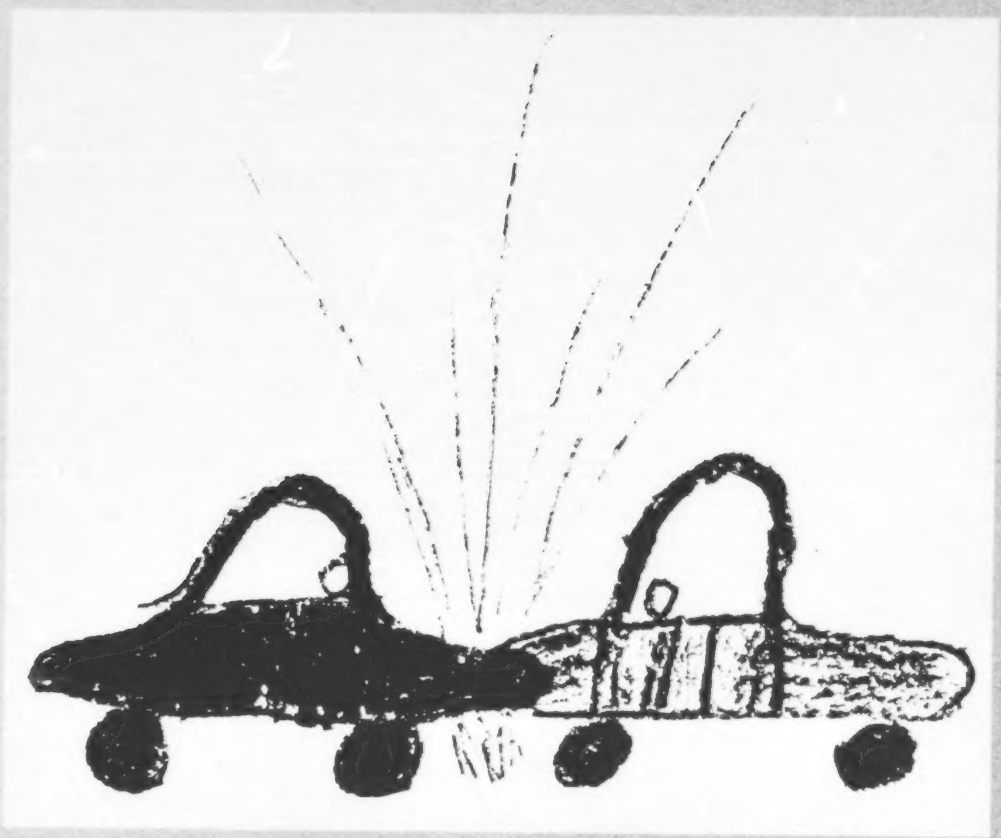
Cleaver, Vera and Bill. *Ellen Grae*. Pniladelphia: New York. J. B. Lippincott Co., 1967.
Ellen Grae discovers the solution to a murder. She has to decide between honesty and the danger of exposing a friend.

Farmer, Penelope. *Sea Gull*. New York: Harcourt, Brace and World, Inc. 1966.
When Stephen is visiting his Granny, he discovers a wounded sea gull. Stephen wants it as a pet. He feels anger, relief, and then joy when Granny lets the wild bird go free.

Mannix. *The Outcasts*. New York: Dutton, 1965.
The Martin family moves from a city slum to a former hunting lodge on an old estate. An encounter with a skunk alarms Dana, until he realizes that skunks can be tamed with friendliness. As he encounters the village toughs, he realizes people can be cultivated, too.

Musgrave, Florence. *Robert E*. New York: Hasting House, 1957.
Robert moves to the city from Appalachia. He follows his grandfather's edict: "And don't take nothin' from nobody." He soon learns that this is no way to adjust to his changed world.

UNIT 6
AGGRESSIVE BEHAVIOR



VOCABULARY STUDY

Aggressive behavior has two different meanings. The first refers to behavior that builds. This kind of aggressiveness can be a force within us that makes us strive to do our best work.

The second meaning refers to behavior that destroys and can injure some person or object. It is behavior that affects a person in a harmful manner.

The following are lists of words that relate to aggressive behaviors. Find definitions for those you do not understand.

Group I has words that refer to behavior that builds. Group II has words that refer to behavior that destroys. Group III has words that can be listed in both Group I and Group II.

Your teacher will discuss the words with you.

Builds	**Destroys**	**Both**
creating	antagonize	talking
sharing	annoying	laughing
sportsmanship	disobedient	noisy
strive	insult	whistle
compete	defy	
helping	bully	
practice	forgetting	
singing	withdrawing	
complimenting	screaming	
preserving	cruelty	
win	cheating	
calmness	cursing	
working	arguing	
	getting back	
	hit	

THE TRAMP

A venture to Bluebell Island was always an exciting prospect. At least Paul thought so as he walked along the dusty road with Vernon and Dick. The three boys hurried as they thought of all the things they might see and do on Bluebell Island.

It really wasn't an island — as any of the boys could tell you — unless Black Hawk Creek got too high and separated the area from the higher ground nearby. It was, rather, a low, woodsy

hollow behind the creamery and depot, running east as far as the city dump. In the spring, when it was covered with bluebells, it was really a pretty place.

As the boys passed the railroad crossing, Dick spotted a man walking up the tracks a long way off. "Just a tramp," Dick thought, "probably going to sleep in the shack by the loading platform." He didn't think any more about the tramp or even tell Vernon or Paul about him, Dick was intent on getting to the island.

The boys passed Creamery Hill, and Vernon told the others about the time his sled had caught a small stump part way down the hill causing him to be thrown head-on against a big tree. They reached Bluebell Island shortly and stopped a minute to decide what to do. "Let's go to the swimming hole and swim first," said Dick.

"Good idea," said Paul, and Vernon agreed.

Swimming was a welcome prospect because it was a hot day. "Besides," Paul admitted to himself, "Dick usually gets his own way because he is older. It is better to let him have his own way and not argue. Not that I would run if Dick ever wanted to fight, but, I just don't feel like arguing now."

Skirting the path that led to the swimming hole, the boys cut through the woods, across patches of summer wild flowers — larkspur, daisies, and honeysuckle. The woods seemed deep and cool to Paul as he walked along. He was careful not to step on anything he thought looked like poison ivy. They soon reached the deep pool in Black Hawk Creek, which they called the swimming hole.

"Last one in's a rotten egg!" Vernon yelled as he peeled off his tee-shirt and jeans, and cinched the belt on his swimming trunks.

"Don't swim over by the roots of that tree!" Dick cautioned. "That's where Don Warden got hurt last week."

The boys played water tag and talked about things that had happened since they had been together last. As they put on their clothes to go home, they wondered how many days were left before "dog days" started, when their mothers wouldn't allow them to go swimming in the stagnant summer water.

Walking at a leisurely pace, the boys ambled over to the east bend of the creek where, the winter before, they had played ice hockey. Dick saw something move near the water's edge and motioned for the others to be quiet. A large beaver was gnawing at the base of a young sapling. The boys were keenly interested, for they had never seen a beaver this close before.

Perched on his hind feet with his broad, flat tail serving as a support, the beaver gnawed diligently on the tree for a few seconds, unaware of his human audience. Dick motioned for Paul and Vernon to follow him. Moving as they imagined an Indian would move when stalking game, the boys inched toward the beaver silently — or so they thought.

The beaver stopped his work abruptly, turned in the direction of his visitors, and scurried down the river bank. He swam quickly out of sight.

"Nuts!" exclaimed Dick when he saw that they had alerted the beaver. Vernon said he was surprised that a beaver could swim so easily.

As the boys turned to go, Paul called their attention to a narrow muddy path leading from the creek a short distance into the woods.

"Bet it's a beaver trail," Dick said.

'No, I think turtles made it. They drag along and make trails like that. Don't you think so?" Vernon asked, turning toward Paul.

"I don't know," Paul answered. He felt a little ashamed that he hadn't agreed with Vernon. He really did think turtles had made the trail rather than beavers. "Why do I always have to agree with Dick? I'm really not afraid," he thought to himself.

"Come on. Let's go to the depot and see if a train is going to come by soon," Dick said, changing the subject.

The boys passed the slough and climbed up the high bank until they could see the depot a short distance from the city.

When the boys reached the depot, they asked the agent if any trains were coming soon. When he said none was due soon, the boys sauntered off down the tracks in the direction of the shack.

"Bet I can stay on longer than you can," Paul said to Dick as he walked dangerously on top of the rail, his arms outstretched for better balance.

"I could walk all day like that and never fall off," Dick said, accepting the challenge.

"Hey, look!" Vernon called, pointing ahead. "There's a bum sitting by the loading platform."

"Oh, I saw him a long time ago," Dick said. Then he added, "Hey, let's sneak behind the platform and throw rocks at him."

"He might chase us," Vernon cautioned.

"He can't catch us," Dick answered. "We can run faster than any dumb old tramp."

Paul was beginning to feel uneasy. He didn't want to throw rocks at the tramp, but he didn't want Dick to get mad either.

"Pick up some stones," Dick ordered in a whisper as he stooped to the railroad bed and scooped up some smooth white stones. Vernon picked up some stones, and, reluctantly, Paul did likewise. His heart was pounding hard, and he felt butterflies in his stomach. He hoped that somehow he could get out of throwing his stones.

The boys crept along the end of the platform and then behind it until they were opposite the man, who was not aware of their nearness.

"We'll all throw at the same time and then run," Dick said to the others.

"We better not," Paul protested.

"Oh, come on, you big baby. When I say 'three' we'll all throw. One, two, three!"

The boys let fly their stones. Paul aimed his so it wouldn't hit the man. The other two stones came very close, but neither of them found its mark.

The man stood up. The boys took off. They didn't stop running until they had reached Paul's backyard. They were exhausted from running so hard.

"Boy, I'll bet he didn't know what was coming off," Dick said when they finally stopped running.

Paul started to tell Dick he thought it was a dumb idea, but just then his mother came out the back door.

"I gotta go home," Dick said hurriedly as he saw Paul's mother. He turned around the corner of the house and ran home.

"Hello, Vernon," Paul's mother said. "You boys must have been running very hard to be so tired." Neither boy answered. Mrs. Hanson sensed that something was bothering the boys by the way they acted and avoided looking at her.

"What's the matter, Paul?" she asked.

Paul felt his face getting red. He had that feeling he always got when he tried to keep something from his mother. He could never lie to her because somehow she could always tell he was lying. He didn't want to tell her about throwing the stones — that would be squealing on his friends. He stuck his hands into his pockets and looked at Vernon.

ACTIVITY

Below are suggested questions to use before reading the last part of this story. After each question there is a possible interpretation that may help guide the discussion of the question.

Suggested Discussion Questions

1. What may have been some reasons why Dick felt it would be fun to throw rocks at a tramp?
   There are reasons for behavior, which often are complex.
2. Why do you suppose Paul didn't think they should throw rocks at a tramp while Dick thought it would be all right?
   People think and act differently because of different experiences and opportunities.
3. Why do you think Paul threw the rock even though he didn't want to? The same form of behavior may stem from different motivations. Compare Dick's possible motivation with Paul's.

4. When Paul decided to throw the stone, how many people was he evidently thinking about?

   When people make decisions, their decisions may range from acting without thinking to thinking of all the people affected by their decisions in a "larger" setting.

5. List other things you can think of that Paul might have done when Dick said, "Let's throw rocks at the tramp." What might the outcome have been from these things you listed?
   a. Which of these things might be helpful to Paul in working out his problem?
   b. Which ones might not be so helpful?

   When confronted with a problem, people can consider alternatives, examine the consequences of those alternatives, and work out a desirable solution.

6. Tell what you think Paul will do now. In other words, how would you end this story?

Now Let's See What Actually Happened . . . . . .

Vernon felt uncomfortable, too. And to Paul's surprise, he blurted out the whole story to Mrs. Hanson. He added, "Paul didn't really want to throw rocks very much."

"As if that helps," Paul said.

Paul's mother asked the boys to think about how the man must have felt when they threw the stones. She also asked them to think about the reasons that caused them to decide to throw the stones.

After talking over these things with Mrs. Hanson, the boys decided that the tramp probably felt either angry or sad. They also decided that they could have had lots more fun doing something else.

"Let's go back and tell the tramp we're sorry," Paul said to Vernon.

"Well, I don't know. If he's mad, he might try to hurt us," Vernon answered.

Mrs. Hanson said, "He more than likely wouldn't hurt you, and I think he would feel better if you told him you are sorry. But Vernon is right. You must be careful, because maybe this man has had too many stones thrown at him during his life, and he might feel like hurting someone. Paul, your father will be home soon. Why don't you ask him to go with you?"

When Paul's father came home, the boys told him what had happened and asked if he would go with them. He said he would. He drove the boys back to the loading platform, and there, where he had been sitting before, the boys saw the man they called the tramp.

When they approached him, the man stood up and smiled. His clothes were out of fashion, but the boys noticed he wasn't dirty at all.

"We're sorry we threw the rocks," Paul said.

"We shouldn't have done it," added Vernon.

The man just laughed and said something to Mr. Hanson about boys being boys. He then introduced himself and said to just call him Cappy, which was his nickname. "I often stop by this city to sharpen scissors and saws," he said, pointing to a pack on the ground, which evidently contained his tools.

The two men and the boys had talked for a few minutes when Cappy asked the boys if they had ever seen a silver fox. The boys shook their heads.

Cappy said, "I've seen several silver foxes while trapping animals in Canada, and I guess they are just about the most beautiful animals I have ever seen — rare, too."

"You know," he continued, "the silver fox is really a black fox that has so many white-tipped hairs that it has a silvered appearance. Why, did you boys know that once $35,000 was paid for a single pair of silver foxes to start a fox farm?"

Cappy told the boys a lot more about foxes, trapping, and the habits of other forest animals. It was nearly an hour later when Mr. Hanson said they really had to go before Vernon's folks began to worry about where Vernon was.

On the way home, Vernon said, "Let's go see Dick after supper and tell him about Cappy."

"Yes, let's," said Paul. "Do you think Dick has ever seen a silver fox?"

Suggested Discussion Questions

1. Can you state just what Paul's problem was?
2. What was the first thing Paul and Vernon did to try to work out this situation?
   When something is worrying or bothering a child, one of the things he can do is talk it over with someone, for example, his teacher or parents.
3. How did Paul's parents help him and Vernon work out the problem?
   They encouraged the boys to attempt to "see things from the point of view of others."
4. After Paul and Vernon had talked with the tramp, how do you suppose their feelings toward him changed? How do you suppose the tramp's feelings changed toward the boys?
   We can suspend judgment of another until sufficient, logical information for such judgment or evaluation is available.
5. Write in your own words just how Paul worked out his problem.
6. What might be some of the *lasting* effects (consequences) on Paul of working out this problem?

From *Education in Human Behavior, Handbook IV for sixth grade-Teachers*. The Educational Research Council of America, Rockefeller Building, Cleveland, Ohio 44113. Used with permission.

STORY STARTERS

Complete one of the following starters. Write a story telling about how the language that people used could harm others. Read and discuss your story with the class.

1. Bob had tried hard to keep his temper. Yesterday he hadn't even bothered to react when Jack had tripped him. But this noon on the playground, Jack went too far.

2. Grace was in tears. The kids on the playground had said it again! But she did try to go without candy, pop, and potato chips, as she and her mom had decided to do.

3. Tom was terrified. He really hadn't meant to upset his father. Tom could still remember the things his dad shouted.

4. Lisa heard the whispers. She knew her dress didn't look good, but she had nothing else to wear.

BEHAVIOR — SHORT- AND LONG-TERM EFFECTS

Effects of behavior in a situation can be immediate, and/or felt at a later time. The effects that occur immediately after the behavior happens are called "short-term effects." Those that happen after a period of time has passed are called "long-term effects." When you are considering how to behave in a particular situation, it is usually more difficult to imagine what the long-term effects of the behavior might be than to imagine the short-term effects.

In the situations below, try to think of possible short- and long-term effects of the behavior.

Mark and Billy were good friends and spent a lot of time together. One day they got in an argument about who was the best baseball player on their favorite American League team. Their words got louder and louder. All at once Mark got so angry that he threw a sharp stone at Billy. It stung Billy's face and, when he reached up, he felt a trickle of blood running down his face.

What do you think were some short-term effects of Mark's behavior?

What do you think might be some long-term effects of Mark's behavior?

Karen was heavy-set and not very attractive. One day as she was walking home from school, a group of girls approached her and began to call her names. She tried not to let it bother her, but, as she got closer to the girls, they continued the name-calling and added foul language. Karen started to cry, even though she tried not to. This made her feel even worse, so she started to run as fast as she could.

What do you think were some short-term effects of Karen's behavior?

What do you think might be some long-term effects of Karen's behavior?

SUPPLEMENTARY BOOKS FOR STUDENT READING — UNIT 6

Bishop, Claire. *All Alone*. New York: The Viking Press, 1953.
Two ten-year old boys herding sheep in the French Alps learn that working together accomplishes more than working against one another.

Black, Irma S. *Pudge: A Summertime Mixup*. Holiday, 1953.
Having moved to so many different places because of his father's business, Pudge knows how to meet people only by being aggressive.

Brill, Ethel. *Madeline Takes Command*. New York: McGraw-Hill, 1946.
When left to their own resources, Madeline and her brother thwart marauding Indians.

Bulla, Clyde R. *Star of Wild Horse Canyon*. New York: Scholastic Book Services.
Danny had a horse named Star, who suddenly disappeared. After a long time, Ralph found the courage to tell Danny that he had Star and had dyed his white marks black.

Clymer, Eleanor. *My Brother Stevie*. New York: Chicago: Holt, Rinehart, and Winston, 1967.
An aggressive, rebellious brother becomes Annie's responsibility in this warm story.

Dalgliesh, Alice. *Courage of Sarah Noble*. New York: Scribner, 1954.
A primer story of an eight-year-old girl left with Indians while her father returns to their former home to bring her mother and the new baby to the new log cabin in the wilderness.

DeJong, Meindert. *Journey from Peppermint Street*. New York: Evanston & London, 1968.
Nine-year-old Siebren's trip with his grandfather is fraught with fears, which increase when the boy learns that he is to be left alone with a great-uncle who is a deaf-mute.

DuSoe, Robert C. *Three without Fear*. New York: Longmans, Green and Co., Inc., 1947.
Young Dave survives a shipwreck off the coast of Baja. After swimming all night, he reaches the shore, where he joins forces with two Indian children who are running away from an unpleasant situation to live with their relatives. They have a very perilous journey. (Has been filmed and was on TV recently).

Estes, Eleanor. *The Hundred Dresses*. New York: Harcourt, Brace & World, 1945.
The girls taunt Wanda because she has such a funny (Polish) name and appears stupid, until an episode promotes understanding. But the understanding comes too late. Wanda has moved.

Stolz, Mary. *The Noon-day Friends*. New York: Harper & Row, 1965.
Franny and her best friend quarrel and stop speaking until they both realize that the need for friends is greater than their differences.

van der Loeff, Anna. *Avalanche*. New York: William Morrow & Co., 1958.
A story of "great understanding of the effect tension and tragedy have on human beings and their relationships to one another."

UNIT 7
BEHAVIOR TOWARDS PEOPLE AND PROPERTY

WHAT IF - - -

Read these questions by yourself; then discuss your reactions in small groups using the questions below as your guide.

What if. . . .

1. your family got up in the morning and found your porch steps painted with orange X's?
2. the windows of your home were splattered with broken eggs?
3. the hedge bordering your yard was broken?
4. your mother's flowers were trampled upon?
5. the sidewalk near your house had insults and dirty words written on it?
6. a window in your house were broken and your little brother got cut?
7. an iceball hit your friend's glasses and his eye was hurt?

Discuss your reactions to the above questions by using some of the following:

1. How do you think you would feel if you were involved in any of the above situations?
2. How do you suppose you would act in such situations?
3. What might be some feeling people may be trying to satisfy by destroying things like that?
4. What needs might such a person have?
5. How might a person who vandalizes feel about something that belonged to someone else?
6. How do you think that person may feel about himself?
7. When you are very angry with your friend, how do you behave?
8. How would destroying someone's property be different from physically hurting that person?
9. What is the difference between a gang holding you up and taking your money and someone taking the money from your desk?
10. How might you feel in each case?

SUPPLEMENTARY BOOKS FOR STUDENT READING - UNIT 7

Bond, Michael. *Here Comes Thursday*. New York: Lothrop, Lee & Shephard Co., Inc., 1966.
A fantasy of a large morose family who operates a food mart adopts an orphan with leadership qualities who reorganizes the store as a supermarket.

Clymer, Eleanor. *The House on the Mountain*. New York: E. P. Dutton, 1971.
Six children ride to the country with their uncle, who is going out to polish floors of his boss's new house. Left to themselves they get into trouble with the homeowners. They invade an empty house on a hilltop because it reminds them of the home their mother always describes to them as her childhood home. The story of these city black children has pathos mixed with joy and hope.

De Angeli, Marguerite. *Bright April*. New York: Doubleday & Co., 1946.
This is a gentle story about a little colored girl who joins a Brownie group and discovers she is different. The story treats the black question with understanding, cooperation, and kindliness. This is a particularly good book for girls and could be used as a topic of discussion in class work to promote and foster understanding of racial problems.

Fox, Paula. *The Kings' Falcon*. Englewoods Cliff, New Jersey: Bradbury Press, 1969.
The young King Phillip was a very unhappy monarch, made even more so by an unpleasant, greedy, nagging wife. Interested in falcons, he captures and trains a bird. When the bird's training is completed, Phillip and the falcon leave the castle forever, to build a new life.

Fritz, Jean. *The Cabin Faced West*. New York: Howard McCann, 1958.
Ann was unhappy about her family's move to the West, no girls for playmates. A neighbor writes stories of Valley Forge and finally a visit from George Washington makes her realize the wonders of this new home and she realizes how much it means to her.

Hunt, Mabel Leigh. *Ladycake Farm*. Lippincott, 1952.
A present-day Negro family overcomes prejudice and hostility in an all-white rural community. The children also earn respect and acceptance in the school.

Jackson, Jacqueline. *Taste of Spruce Gum*. Boston: Little, Brown, 1966.
Libby refused to accept her stepfather and rebelled aginst moving from Illinois to the Vermont lumber camp where he worked.

LaFarge, Phyllis. *The Gumdrop Necklace*. New York: Knopf, 1967.
A dreary but realistic book of a neglected and ignored child. Some will feel empathy for Jake, who lives with an unpleasant aunt who resents him; others will realize how fortunate they are to be cherished.

Seredy, Kate. *The Good Master*. New York: The Viking Press, 1935.
Kate, a spoiled city girl, resists the disciplined life on the farm of her uncle and aunt, where she has been sent by her father "to be tamed."
Hungarian setting. (Could also be units 4, 5, & 6)

Stolz, Mary. *A Wonderful, Terrible Time.* New York: Evanston & London, 1967.
Two girls are close friends at home, but when they both go to camp for two weeks, one of them cannot adjust to her new surroundings.

Waltrip, Lela and Rufus. *White Harvest.* Longmans, 1960.
Susan Mathis moves from one cotton picking harvest to another with her father. Her dearest wish is to stay in one place and to have an opportunity to make friends, go to school, and have a settled home life. The unfailing courage, cheerfulness, and optimism of plucky ten-year old Susan keeps up the morale of her family of migrant workers until her father's renewed trust in people makes a better life possible.

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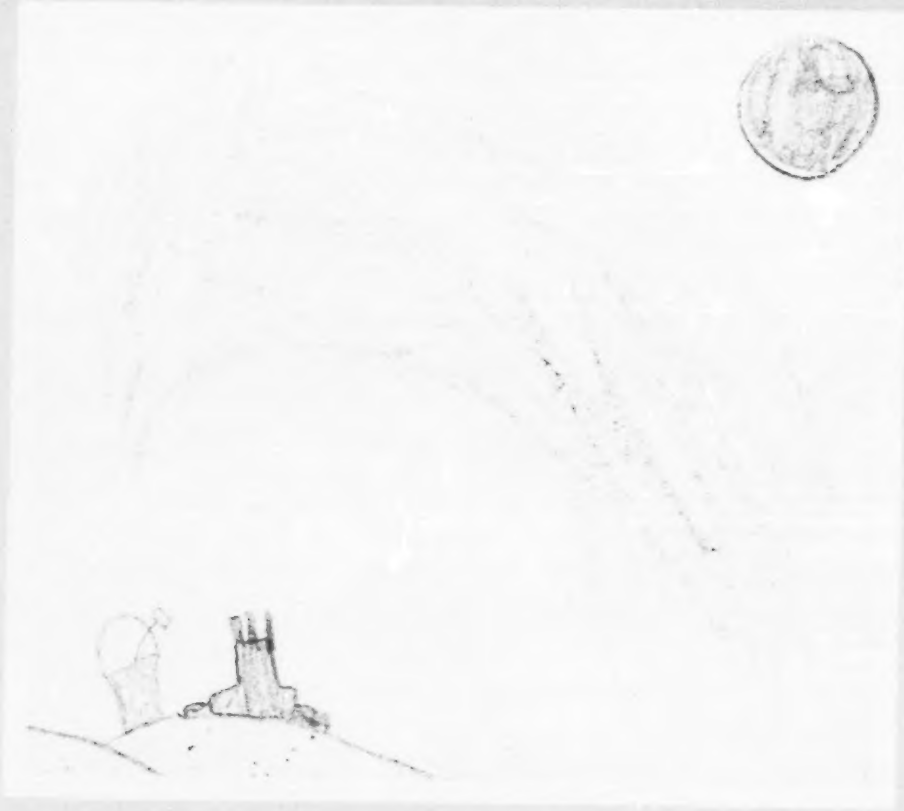
UNIT 8
MAKING CHANGES



HOW I SEE MYSELF

Place an "X" in the square which best describes your feeling about yourself.

	Not at all	Some of the time	All of the time
I am friendly			
I am happy			
I am kind			
I am honest			
I am likeable			
I am trusted			
I am lazy			
I am lonely			
I am jealous			
I am helpful			
I am unhappy			
I am . . .			
I am . . .			
I am . . .			
I am . . .			

SUPPLEMENTARY BOOKS FOR STUDENT READING - UNIT 8

Coles, Robert. *Dead End School*. Boston: Toronto Little, Brown and Company, 1968.
Apathetic staff results in a slovenly deteriorating school, fostering antagonistic kids. Jim's mother promotes a plan to bus children to an all-white school, leading to more troubles among the pupils.

Fitzhugh. *Harriet, the Spy*. New York: Harper & Row, 1964.
A child with a "chip on her shoulder" causes trouble and unhappiness by her cruelty to others.

Gates, Doris. *Blue Willow*. The Viking Press, 1940.
Janey Larkin and her parents had moved from town to town, living anywhere Tim Larkin could find work. Loneliness and a constant change of scenery became frequent. The blue willow plate is the only permanent treasure that Janey possesses, and it is because of the plate that eventually the Larkin family has a home and security.

Lattimore, Eleanor Frances. *Bayou Boy*. Morrow, 1946.
O. P. Louis's family plans to move from a quiet bayou to New Orleans for better educational and employment opportunities. A visit to the big city helps the family see the differences in their lives the move will make. They decide against moving because the changes will be too great.

Mathis, Sharon Bell. *Sidewalk Story*. The Viking Press, 1971.
When Lilly Etta discovers furniture on the street and learns that her best friend's family has been evicted she goes into action. How she manages to protect the furniture in a rainstorm, how she rescues this family makes an interesting tale. This book was the winner in its age category of the contest for manuscripts of unpublished black writers by the Council on Interracial Books for Children.

Parkinson, Ethelyn M. *Never Go Anywhere With Digby*. Abingdon Press, 1971.
Digby — though imaginative, inventive, at times exasperating — is always in a scrap, and always getting miraculously out of one. In this instance, Digby solves the problem about which town shall get an important new bridge, and at the same time unties the quarrelling inhabitants of the river valley.

Sachs, Marilyn. *Veronica Ganz*. Garden City, New York: Doubleday, 1968.
Veronica is the largest person, male or female in her class. She is a bully and settles all her differences by sheer force. The new boy, Peter, is the smallest in the class, but a sharp, witty, fellow indeed. He proves to be Veronica's nemesis life. Also a realistic story of a broken family.

Sorensen, Virginia. *Plain Girl*. New York: Harcourt, Brace & Co., 1955.
Ten-year-old Esther, an Amish girl, is thoroughly enjoying school after the authorities force her father to send her. Although still loving the ways of the Plain People, she begins to understand why her brother Dan had run away from the strict home discipline. Although Esther is confused by marked social differences encountered, she learns to think for herself and stands her ground with gentle firmness.

Sorensen, Virginia. ***Miracles on Maple Hill***. New York: Harcourt, Brace & Co., 1956.
Marly, Joe and their parents move out to the country. Marly's father has just returned from war, and everyone hopes he will adjust to the world more easily in the country atmosphere. Friendships and miracles abound in Maple Hill.

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